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BULLETIN  
OF  
THE AMERICAN ASSOCIATION  
OF UNIVERSITY PROFESSORS

A NATIONAL DIRECTORY  
OF COLLEGE AND UNIVERSITY  
PERSONNEL  
  
COLUMBIA UNIVERSITY  
  
REPORT ON LOCAL CHAPTERS

PUBLISHED BY  
THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS  
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## GENERAL ANNOUNCEMENTS

**ANNUAL MEETING.**—The annual meeting will be held at New Haven, Thursday and Friday, December 28 and 29, in connection with the annual meetings of the American Historical Association, the American Philological Association and the American Archeological Association. Headquarters will be at the Taft Hotel; registration and meetings in Osborne Hall.

The Local Committee consists of A. M. Harmon, C. J. Tilden, W. A. Wilson and L. L. Woodruff.

Further announcements will be circulated to officers of Local Chapters in advance of the meeting.

Attention is particularly called to the following provisions of the Constitution:

"Article X.—. . . Members of the Association in each institution may elect one or more delegates to the annual meeting. At the annual meeting questions shall ordinarily be determined by majority vote of the delegates present and voting, but on request of one-third of the delegates present a proportional vote shall be taken. When a proportional vote is taken the delegates from each institution shall be entitled to one vote and, in case of any institution with more than fifteen members of the Association, to one vote for every ten members or majority fraction thereof. The votes to which the delegates from each institution are entitled shall be equally divided among its delegates present and voting."

It is particularly hoped by the officers that every local branch which can possibly arrange for representation by one or more members will do so, in order that the meeting may be representative of the whole Association.

A reduction of one and one-half fare on the "Certificate Plan" will apply for members attending the meeting (and also for dependent members of their families).

Tickets at the regular one-way tariff fare for the going journey may be obtained December 23-29. Be sure that when purchasing your going ticket you request a *certificate*.

*Certificates are not kept at all stations.* If not obtainable at your home station, you can purchase a local ticket to the station which has certificates. On your arrival at the meeting, present your certificate to the Secretary, as the reduced fare for the return journey will not apply unless you are properly identified.

The Special Agent of the carriers will be in attendance on December 29, from 8.30 A.M. to 5.30 P.M., to validate certificates. If you arrive at the meeting and leave for home again prior to the Special Agent's arrival, or if you arrive at the meeting later than December 29, you cannot have your certificate validated and consequently you will not obtain the benefit of the reduction on the home journey.

If the necessary minimum of 250 certificates are presented to the Special Agent, and your certificate is duly validated, you will be entitled, up to and including January 3, 1923, to a return ticket, via the same route over which you made the going journey, at one-half of the regular one-way tariff fare from the place of the meeting to the point at which your certificate was issued.

#### *Preliminary Program*

THURSDAY, DECEMBER 28, 10 A.M.

Registration of delegates and members, Osborne Hall.

If several delegates are present from the same institution one should be designated as voting representative in case of a proportional vote.

Meeting of the Council 12 M., Osborne Hall.

2.00 P.M. *First Session, Osborne Hall.*

- (1) Brief Reports of Progress from Committees not having special assignments in the program.
- (2) Report from Committee B on the University Personnel Directory at Washington. (See page 42.)
- (3) Report from Committee L on Co-operation with Latin-American Universities.
- (4) Report from Committee P on Pensions and Insurance.
- (5) Report from Committee R on Promotion of Research.

5.00 P.M.

Meetings of the Council and Committees.

8.30 P.M.

Smoker to be arranged.

FRIDAY, DECEMBER 29

9.00 A.M.

Meeting of the Council, Osborne Hall.

10.00 A.M. *Second Session*, Osborne Hall.

- (1) Discussion of Report of Committee G on Freshmen Initiatory Courses (published in the October *Bulletin*).
- (2) Report of Special Committee on Local Chapter Organization.
- (3) Reports from the Officers.
- (4) Recommendations from the Council.
- (5) Constitutional Amendments.
- (6) Report of the Nominating Committee and Election of Officers.
- (7) Unfinished and Miscellaneous Business.

1.00 P. M.

Luncheon. Plans are in progress for a joint luncheon with other associations.

An afternoon session may be held if needed.

A meeting of the Council for 1923 will be held on adjournment of the meeting of the Association.

*Constitutional Amendments*

Two constitutional amendments are to be voted upon:

Article IV, Section 4, to read:

All persons receiving the affirmative vote of two-thirds of the members of the Committee on Admissions shall become members of the Association upon payment of the annual dues. No nomination shall be voted on, however, within *thirty*<sup>1</sup> days after its publication in the *Bulletin*.

Article XI, add a new section (No. 2) as follows:

<sup>1</sup> Instead of sixty as at present.

The Council may allow the establishment in an institution of more than one branch if such action is deemed necessary on account of the geographical separation of different parts of the institution.

*Report of Nominating Committee*

The Nominating Committee presents the following recommendations for Vice-President and members of the Council for three years

*Vice-President:* T. N. Carver (Economics), Harvard

*For Members of the Council for Term ending January 1, 1926:*

F. C. Babbitt (Greek), Trinity

H. H. Bender (Modern Languages), Princeton

E. R. Cumings (Geology), Indiana

D. B. Easter (Romance Languages), Washington and Lee

A. O. Leuschner (Astronomy), California

Julian Park (History), Buffalo

F. N. Scott (Rhetoric), Michigan

E. O. Sisson (Philosophy), Reed

G. Terrell (Classics), Kentucky

E. H. Wilkins (Romance Languages), Chicago

The present President, Treasurer and Secretary continue in office.

**RECENT COMMITTEE APPOINTMENTS.**—Committee appointments not previously published include the following:

*Freedom of Teaching in Science.*—*Acting Chairman* J. V. Denney, (English), Ohio State; G. A. Coe (Psychology), Columbia; E. G. Conklin (Biology), Princeton; John Dewey (Philosophy), Columbia; S. J. Holmes (Zoology), California; Vernon Kellogg, American Research Council; Shailer Mathews (Theology), Chicago; E. C. Moore (Theology), Harvard; Herbert Osborn (Zoology), Ohio State; W. Patten (Biology), Dartmouth; A. H. Turner (Zoology), Mt. Holyoke; H. E. Walter (Biology), Brown; W. H. Welch (Pathology), Johns Hopkins.

*Committee T, Place and Function of Faculties in University Government.*—The committee was reorganized by the Executive Committee at the New York meeting in June:—Chairman, J. A. Leighton (Philosophy), Ohio State; E. E. Hale (English), Union; T. Hough (Physiology), Virginia; O. K. McMurray (Jurisprudence), California; Marian P. Whitney (German), Vassar.

**FRENCH UNIVERSITY FELLOWSHIPS.**—The Committee on American Field Service Fellowships for French Universities invites applications for Fellowships for 1923-24 not to exceed fifteen in number and yielding \$200 plus 8000 francs. Preference will be given to candidates between the ages of twenty and thirty who are graduates already or have had a substantial amount of technical training. Work may be carried on in Paris but residence at the provincial universities is recommended. Further information may be obtained from Dr. I. L. Kandel, 522 Fifth Avenue, New York.

**UNITED STATES BUREAU OF EDUCATION.**—*Residence of Students.* *Bulletin* 1922, No. 18, gives interesting statistics on the residence of students in universities or colleges, showing the student population by states of residence, and by states of attendance. Tables are also given showing the distribution of students from foreign countries and from the United States possessions. 223 come from Africa; 2506 from Asia, including 1443 from China; 61 from Australia; 1379 from Europe, including 291 from Russia, 160 from France, 149 from Great Britain, 94 from Norway, 64 from Greece, 55 from Poland, 52 from Jugoslavia. In North America, Canada contributes 1294, the West Indies 396, Mexico 282, and Central America 184. From South America come 563, from the Philippine Islands 857; from Porto Rico 302; and from Hawaii 208.

**Junior College.**—*Bulletin* No. 19 is devoted to the National Conference of Junior Colleges in 1920 and the first annual meeting of the Association of Junior Colleges in 1921.

**DECEMBER BULLETIN.**—*Special Academic Freedom Issue.* The general report of 1915 on Academic Freedom and Tenure has long been out of print and did not of course reach a very large proportion of present members of the Association. It has seemed to the officers and to the present Committee on Academic Freedom opportune to republish this report with such other collateral material as will bring the record up to date. The December *Bulletin*, which has often in the past been included as a double number with November, will accordingly be this year a special Academic Freedom number. It is hoped that it may have a wide circulation and be of permanent value.

## REPORT OF THE COUNCIL

The Council for 1922 has held one meeting in connection with the Eighth Annual Meeting at Pittsburgh and has conducted a considerable amount of business during the year by correspondence. Following the precedent of 1921 the Executive Committee held a meeting in New York in June to which other members of the Council were invited. The principal items of business for the year are as follows:

Special committees have been appointed: (1) to consider the desirability and practicability of converting the *Bulletin* into a quarterly journal, (2) on the Organization and Conduct of Local Chapters, (3) on Freedom of Teaching in Science, in connection with the so-called Fundamentalist movement against the teaching of evolution, (4) on General Publicity for the work of the Association.

A proposal for the appointment of a special committee on Regulation of Intercollegiate Athletics with a view to bringing about joint action with the Association of American Universities and the Association of American Colleges is now under consideration but may not be acted on until the annual meeting.

The existing committees on Pensions and Insurance (P) and on the Place and Function of Faculties in University Government (T) have been reorganized under the following votes:

1. That our Association urge upon all institutions which have adopted or which may adopt in the future, the plan of the Teachers' Insurance and Annuity Association, that they permit their instructors to make their contracts either with the Teachers' Insurance and Annuity Association, or with other approved companies in the form of long-term endowment contracts or any other form of protection that may be acceptable to both the institution and the beneficiary in which case some appropriate arrangements will be made providing that the accumulated fund, if the policy matures, shall be used to provide for a retiring allowance for the instructor concerned.

2. That a small committee of the Association, preferably not more than five in number, be appointed, whose function will be: (a) to bring the foregoing recommendations to the attention of the proper university and college authorities; (b) to aid those authorities, if they so desire, in working out plans under which

the long-term endowment contracts referred to may be used for the purpose suggested: (c) to report annually to the Association upon the administration of the original system of pensions established by The Carnegie Foundation, upon the operation of the Teachers' Insurance and Annuity Association, and upon the Committee's own work in aiding institutions to carry out the first of these recommendations: and (d) to advise, and to safeguard the interests of our members who are policyholders.

Committee T—also reduced in membership—was requested to prepare for presentation to each Chapter not later than January 1923 a summary of the conclusions of the Association on the recommendation of the Committee in a form appropriate for institutions of various types. Each Chapter is requested to arrange for prompt study and discussion of the applicability of the Committee's suggestions to local conditions.

Committee D, Vocational and General Education. The plans of the Chairman for an investigation of the content in general collegiate study which is or should be a prerequisite for legal education, in co-operation with a Committee or Commission representing the American Bar Association and the Association of American Law Schools, received the general approval of the Council and the officers were given authority to approve expenditures not exceeding \$500 during 1922.

The Council has co-operated with the American Library Association in protesting against the proposed tariff on foreign books. This protest was substantially successful in accomplishing the desired amendment of the Fordney tariff.

The matter of treatment of foreign students as immigrants was discussed in the Council. The following resolution was adopted for transmission to the proper members of Congress:

WHEREAS the omission to exempt bona fide students desirous of entering American institutions of learning from the operation of the present Immigration Law is probably due to inadvertence, inasmuch as such students are expressly exempted from the operation of the Chinese exclusion act and the agreement with Japan; whereas the actual operation of the Immigration Law has been attended with such deplorable annoyance to incoming students as to lower the prestige of the United States as a center of education; *be it resolved* that Congress be petitioned to amend the existing 3% Immigration Act by exempting from its provisions all bona fide students. *Be it further resolved*

that in case such amendment be not made effective before September 1, 1922, the government be petitioned to cause the adoption by the Bureau of Immigration of such administration rulings as will preclude the possibility of incoming students being sent to Ellis Island or other detention stations.

Tariff on Scientific Apparatus and Equipment. It was voted:

That it is the sense of the Executive Committee that the proposed imposition of a tariff on scientific apparatus and equipment for colleges and universities would constitute a serious burden on higher education and scientific research in this country. The Executive Committee therefore respectfully petitions that such scientific apparatus and equipment be continued on the free list as heretofore.

That copies of this resolution be sent to the Chairman of the Committees of Congress.

That the thanks of the Executive Committee be tendered Mr. M. L. Raney (Johns Hopkins University) for his great service to higher education in convincing Committees of Congress of the desirability of the continuance of free importation of foreign books.

Affiliation with the American Association for the Advancement of Science has been approved.

Eight members have been transferred to the honorary list.

Provision has been made for committee service by honorary members for special reasons, also for resubmission of questions in case of divided votes on letter ballots.

Other business transacted by the Council having been reported in the *Bulletin* calls for no further comment here.

## REPORT OF THE SECRETARY

The work of the Secretary's office has continued along the same general lines as heretofore but with the advantage of the co-operation of Professor E. F. Langley of the Massachusetts Institute of Technology as Assistant-Secretary.

The membership statistics for 1922 are as follows:

### January 1, 1922

Active members.....	4046
Honorary members.....	55

### January 1 to November 1, 1922

Elected to membership.....	453
Reinstated.....	18
Resignations.....	66
Deaths.....	9
Transfer to honorary list.....	7
Death of honorary members.....	2

### November 1, 1922

Active members.....	4435
Honorary members.....	60
Gain in active membership during the year.....	389

The Association has members at 201 institutions.

The number of Local Chapters has increased from 79 to 91, besides 22 institutions in which there is no formal organization but a member with whom correspondence is conducted.

The aim of the *Bulletin* to assist members in keeping abreast of current educational discussion has involved some increase in its size in spite of the fact that not many extended committee reports have come in for publication.

The present circulation of the *Bulletin* to non-members of the Association is as follows: College presidents (not including 18 who are honorary members of the Association) 10; college and university libraries by subscription 31, periodicals and newspapers 31; clubs, societies and libraries 104. Undoubtedly many presidents and trustees are reached through libraries or individual members, but the

question of extending efforts in this direction is important and is now engaging the attention of local chapters and of the officers.

Seven more or less extended communications have been sent during the year to officers of local chapters asking for suggestions for committee service, expressions of opinion on debatable issues, co-operation in securing legislation, etc. A similar series of letters has been circulated to members of the Council and it has been customary to send duplicates of council letters to officers of local chapters and conversely. The continued vitality of the Association depends perhaps even more on this circulation of ideas than on intramural activity of the individual chapters.

The Secretary has co-operated with Professors E. C. Armstrong and A. O. Lovejoy in representing the Association as trustees of the American University Union in Europe and with Professors E. R. A. Seligman and Margaret F. Washburn as members of the American Council on Education, serving in the latter case also as a member of the Executive Committee of the Council.

## REPORT OF COMMITTEE ON CHAPTERS

Your committee calls the attention of members of the Association to the article of the Constitution concerning chapters or local branches, points out the reasons for their creation, and makes certain suggestions with regard to their organization and conduct. It then proposes amendments to the by-laws of the Association which are intended to facilitate the work of chapters and their co-operation with the general Association. Two hitherto unpublished chapter constitutions and a model program for chapter meetings are appended.

### I.

### ARTICLE XI

Whenever the members in a given institution number seven or more, they shall constitute a Chapter of the Association. Each Chapter shall elect annually a President, a Secretary, and a Treasurer, and such other officers as the Chapter may determine. It shall be the duty of the Secretary of the Chapter to report to the Secretary of the Association the names of the officers of the Chapter. In case of failure of any Chapter to elect the officers above provided for, the President, Secretary and Treasurer of the Association shall have power to appoint from among the members of the Association connected with the institution concerned, officers for the Chapter in question.

#### *Purposes and Conduct of Chapter Meetings*

The principal functions of meetings of local Chapters are three:

- (a) to discuss questions of general interest to American college and university teachers;
- (b) to discuss current local questions of educational method or policy, or of professional obligation and privilege, in a freer, more informal and more thorough way than is usually possible in faculty meetings;
- (c) to take action upon specific matters of Association business submitted to the Chapters by the Council or Executive Committee of the national organization.

There is reason to think that the importance of these functions, and especially of the first, is not appreciated by all Chapters; some further comment upon them may therefore be useful.

There are manifestly many problems which—with local variations—confront all or most American institutions of higher education; there are also questions of national educational policy which concern such institutions collectively; and there arises from time to time the need for vigorous and persistent effort for the raising of standards, the improvement of conditions, or the correction of abuses—an effort which can be effective only through the co-operation of the general body of the profession, or through the official participation of many institutions. The Association is founded upon the conviction that these common problems should be settled through—or certainly not without—the common counsel of the men and women actively engaged in teaching and research throughout the country, and not solely by the judgment of a small number of men, partly of other professions. The prime functions of the Association indeed, are, first, to assist in the formation of a judicious and informed professional opinion on matters of this kind; and second, to make that opinion, when formed, articulate and influential. For these purposes, certain processes have been devised by the Association. They are as follows:

- (1) the selection by each annual meeting, after recommendations by the Council, of specific questions—usually not more than two or three—for consideration by the Association during the ensuing year, so that the thought of members may be directed at the same time upon the same issues;
- (2) the preparation of reports upon these questions by special committees;
- (3) the discussion of the questions, in the light of these reports, by local Chapters;
- (4) the communication of any conclusions reached by Chapters to the Secretary, for publication in the *Bulletin*;
- (5) usually, final action at a subsequent annual meeting, now composed of delegates of Chapters.

If the discussions by Chapters are omitted, the plan breaks down at its most essential point. For without such discussions the carefully collated facts and carefully considered recommendations of Committees fail to receive either consideration or criticism from the general membership; the Committees' suggestions are likely to fail of practical effect because the question of their possible bearings upon local conditions or problems is not definitely taken up; and adequate

assurance is lacking that the policy and program of the Association is representative of the opinions prevailing in the profession.

Without regular—not necessarily frequent—Chapter meetings, with frank and vigorous discussion of definite local and general questions, at least half the possible efficiency of the Association, as a means for maintaining and improving educational and professional standards and for giving the guild of scholars due voice in the determination of educational policies, is likely to remain unrealized.<sup>1</sup>

It has been found desirable in order to stimulate interest in local meetings to appoint a committee to arrange the program. At least two meetings, more if possible, should be held during the year, at one of which a delegate to the annual convention should be appointed. More members will probably attend the meeting if it is held following a dinner. Efforts should be made to see that all eligible members of the faculty have an opportunity to join the local chapter, also to establish chapters in neighboring institutions where none exist. At chapter meetings the following topics may be discussed as well as others that may occur to members:

The special topics designated in the *Bulletin* for local consideration.

Questionnaires sent out by the Secretary or Chairmen of committees.

Matters assigned to the committees of the Association. In many cases information or suggestions may then be forwarded to the committee in question.

The reports of committees that have been published.

Other matters mentioned in the *Bulletin*.

Questions of local importance; such as, the securing of a judicial committee to consider cases of dismissal, faculty participation in appointments, etc.

Nominations for committees and offices of the Association.

Suggestions to the Secretary of the Association of topics to be submitted to chapters the following year.

## II. *Proposed Amendments to the By-Laws of the Association*

- a. The Council may allow the establishment in an institution of more than one chapter, if such action is deemed necessary on account of the geographical separation of different parts of the institution.

<sup>1</sup> Cf. *Bulletin*, Nov., Dec., 1921, pp. 21, 22.

(Such situations are found, for instance, at Cornell University and at the Universities of California and Montana.)

b. A chapter may invite to its meetings any person it desires who is not eligible for membership; such as, administrative officers and persons who have taught less than three years; those whose work cannot be classified as teaching or research, or members of the Association who are not members of the chapter. It may establish if it sees fit a local membership grade for instructors and assistants who have taught for less than three years with or without annual dues of one dollar or less. If it seems desirable the chapter may meet with other local organizations. (This proposal is made in order to render more explicit the present policy of the Association and to meet the needs of certain chapters. The question has been raised of election to honorary membership in chapters of local administrative officers. While in many cases no harm would result from such a step, it is probable that the work of certain chapters would thus be seriously interfered with and that invitation would cover all cases in which it is desirable to secure the presence of administrative officers at a chapter meeting.)

c. Chapters may not communicate directly with local authorities. Matters of importance should be referred with recommendation to the Council of the Association. In matters of purely local interest, professors should act as members of the faculty rather than as members of the Association. (Otherwise there is danger that the chapter may put the Association in an embarrassing position and that the members of the faculty who are not members of the Association may resent the interference of the chapter in local matters. It is of course desirable to have free discussion at chapter meetings of all matters of interest to the institution, but it is not necessary or desirable that the chapter as such should communicate directly with the president or other governing officials of the institution.)

d. The ruling of the Council allowing a rebate of twenty-five cents per member to chapters if needed for local expenses should be accepted as the regular policy of the Association.

e. The question of a subsidy should be left to the Council. If the finances of the Association permit and if the delegate of a chapter travels more than five hundred miles to a meeting of the Association, it would seem desirable that the mileage in excess of five hundred

miles each way should be paid by the Association. The Committee recommends that this plan be tried for a year and continued if found expedient.

F. C. BLAKE  
R. C. BROOKS  
F. H. DIXON  
V. KARAPETOFF  
H. C. LANCASTER, *Chairman*  
A. O. LOVEJOY  
C. M. SMITH.

## APPENDIX I

### CHAPTER CONSTITUTIONS<sup>1</sup>

#### *Constitution of the Wyoming Chapter*

##### Article I—Name

The name of this organization shall be the Wyoming Chapter of the American Association of University Professors.

##### Article II—Purposes

The purposes of this organization shall be those of the National Association; to facilitate a more effective co-operation among teachers in the University of Wyoming, to promote the interests of higher education and research, and in general to increase the usefulness and advance the standards and ideals of the profession.

##### Article III—Membership

For membership in the Wyoming Chapter a teacher or investigator in the University of Wyoming must conform to the regulations of the National Association and must be recommended by a majority of the members of the local Chapter. Membership in the local Chapter shall terminate on the withdrawal of the member from the University of Wyoming, or on non-payment of dues for one year.

<sup>1</sup> The constitution of the George Washington University Chapter will be found in the *Bulletin* for April, 1921, p. 10. The By-Laws of the Purdue University Chapter are printed in the *Bulletin* for October, 1920, pp. 6, 7. Article I has since been amended so that election of members does not require a written ballot.

**Article IV—Officers**

The officers of the Chapter shall be, a Chairman and a Secretary-Treasurer.

**Article V—Dues**

Membership dues in the local Chapter shall be paid annually.

**Article VI—Meetings**

The Chapter shall meet once a month for discussion or the transaction of business, during the regular sessions.

**Article VII—Amendments**

The Constitution and By-Laws of the Wyoming Chapter may be amended at any regular meeting, by a three-fourths vote of the members in good standing.

*By-Laws***I.—Election of Officers**

I. Time of election—The annual meeting for the election of officers of the Chapter shall be the first meeting at the opening of the Fall Term.

II. Length of term—The Chairman shall serve for a period of one year, and the Secretary-Treasurer for two years, election of the latter to take place in the odd years.

**II.—Duties**

The duties shall be those regularly recognized as those pertaining to the offices of Chairman, and Secretary-Treasurer.

**III.—Quorum**

A quorum shall be two-thirds of the members.

**IV.—Dues**

The annual dues of the Chapter shall be one dollar payable on or before the second meeting of the academic year or on election to the Chapter.

*Proposed Constitution of the Iowa State College Chapter***Article I—Purposes**

The Iowa State College Chapter of the A. A. U. P. shall have as its objects, co-operation with the Association and the advancement of standards and ideals of teaching and research in this college.

**Article II—Membership**

Membership shall be as prescribed in Articles II and XI of the parent Association.

**Article III—Officers**

The officers shall be a President, Vice-President, a Secretary and a Treasurer. They shall be elected at a regular meeting in November of each year and shall serve for one year from the date of their election or until their successors shall be elected.

**Article IV—Dues and Assessments**

The annual dues shall be \$1.00 per member. The fiscal year shall begin November 1st.

**Article V—Quorum**

Eight of the active members shall constitute a quorum.

**Article VI—Meetings**

The President shall call at least one meeting during the first two months of each quarter. He shall call a meeting at any time when two members of the chapter request him to do so.

**Article VII—Amendments**

This Constitution may be amended at any meeting by a majority vote of the entire membership of the chapter; provided that the proposed amendment shall have been submitted in writing at a previous meeting, and the Secretary shall have informed all members in writing of it.

## APPENDIX II

A MODEL PROGRAM OF CHAPTER MEETINGS<sup>1</sup>

- October. Election of officers. Chairman authorized to appoint standing committees and prepare programs. Informal discussion:  
(1) Should tuition be increased to provide for increase in salaries?  
(2) Should attendance be limited?  
(3) What can be done to improve the quality of incoming students?  
(4) How can a student who is out under the rules rehabilitate himself?  
Committee appointed to study third topic.
- November. Appointment of delegates to annual meeting. Discussion: "How may the stadium campaign be used for the advantage of the University at large?" Discussion of the proposed four-quarter plan.
- December. Reports of committees. Discussion of classification of teaching force of the University with salary range for each class.
- January. Discussion of the four-quarter plan.
- March. Report on conference with President concerning proposed salary scale. Report of annual meeting. Report of committee on scholarships. Discussion of state plan of reorganization.
- April. Discussion of report on National Educational Legislation.

<sup>1</sup> Ohio State University, 1920-21.

## COLUMBIA UNIVERSITY vs. PROFESSOR CATTELL

The following documents embody the recent history and the conclusion of an important controversy which has been dealt with in the past by a special committee of the Association, in a report on *Academic Freedom in War Time* in the February-March *Bulletin* of 1918.

THE TRUSTEES OF COLUMBIA UNIVERSITY IN THE CITY  
OF NEW YORK

No. 63 Wall Street

John B. Pine, Clerk

New York, October 1, 1917

Professor James McKeen Cattell  
Garrison-on-Hudson, N. Y.

My dear Sir:

I am instructed to inform you that at a meeting of the Trustees of Columbia University held on this date, the following resolutions were adopted:

*Resolved*, That the continuance of the connection of James McKeen Cattell, Ph.D., LL.D. with the University is prejudicial to the welfare of the University, and that the best interests of the University require that his connection with the University shall cease and determine; and further

*Resolved*, That the appointment of the said James McKeen Cattell as Professor of Psychology in this University be, and the same hereby is, terminated, and that his connection with the University cease and determine forthwith; and the said professorship is hereby declared vacant; and further

*Resolved*, That the Clerk be instructed to transmit a copy of the foregoing resolution to the said James McKeen Cattell.

Yours truly,

(Signed)

John B. Pine,  
*Clerk of the Trustees*

(433)

EXTRACTS FROM THE REPORT OF THE COMMITTEE ON ACADEMIC  
FREEDOM IN WAR TIME (*Bulletin*, February, March, 1918).

In October last a distinguished man of science was summarily dismissed from his professorship in an important university, after a quarter-century of service, upon the charge of "seditious or treasonable acts." The only specific act officially alleged in support of this grave charge was the writing of a letter to certain Congressmen urging them to give their support to a bill then pending, providing that the armies destined for service abroad should be composed exclusively of volunteers, unless the consent of the majority of the people to the contrary policy should be clearly ascertained. It is evident that dismissal upon such a ground involves a disregard of all the essential distinctions upon which the present report has insisted. It was not asserted that the teacher dismissed had been convicted of violation of any law of the United States; or that he had in fact violated any such law; or that he had engaged in propaganda designed to incite others to resist or evade any law in force, or to refuse their voluntary assistance to the government; or, indeed, that he had engaged in public propaganda of any sort. All that was alleged was that he had exercised the right of petition with reference to a question before Congress, upon which no final action had been taken. With his opinion upon this question the members of your committee have personally no sympathy whatever; though, in view of the traditional dislike of conscription among English-speaking peoples, and the slowness with which Great Britain and the British Colonies have been brought to the adoption of compulsory service, it can hardly be deemed surprising that there should have been found in this country some persons who were unwilling to see the voluntary system abandoned. In any case the committee, if it had the power, would assuredly not conceive that it had the right, to forbid a fellow-citizen to exercise his lawful privilege of addressing the members of the national legislature upon a matter of this kind; nor does it appear to the committee that the board of trustees of an educational institution is invested with such a right. It is a grave abuse of the power of dismissal when it is used to deny to members of university faculties the enjoyment of their fundamental constitutional rights as citizens; and an institution in which dismissal is possible upon such a ground as was officially

put forward in this case is one in which adequate guarantees of academic freedom are manifestly lacking. It is in some respects a still graver abuse of power when administrative officers or governing boards attempt by their official declarations publicly to attach the stigma of treasonable or seditious conduct to an individual teacher because of acts of his which are in fact neither treasonable nor seditious.

GARRISON-ON-HUDSON, N. Y.,

March 26, 1918

TO THE TRUSTEES OF COLUMBIA UNIVERSITY  
IN THE CITY OF NEW YORK

Sirs:

I beg to submit to you the following requests:

- (1) That the proceedings which resulted in the passage of the resolution removing me from the chair of psychology on October 1, 1917, be reopened, and that, at a hearing before an impartial body and on properly specified charges, I be given opportunity to defend myself against the accusation of "treason," "sedition" and "opposition to the enforcement of the laws of the United States."
- (2) That my salary be paid for the present academic year.
- (3) That in accordance with the terms of the statutes of the university I be retired from active service on July 1, with the pension due me.

Presentation of the first request has been postponed until the American Association of University Professors had made its report. The association has now investigated the charges, and on a full review of the facts has stated its conclusion in the following words:

It is a grave abuse of the power of dismissal when it is used to deny to members of university faculties the enjoyment of their fundamental constitutional rights as citizens; and an institution in which dismissal is possible upon such ground as was officially put forward in this case is one in which adequate guarantees of academic freedom are manifestly lacking. It is in some respects a still graver abuse of power when administrative officers or governing boards attempt by their official declarations publicly to attach the stigma of treasonable or seditious conduct to an individual teacher because of acts of his which are in fact neither treasonable nor seditious.

When charges are brought against a member of a college or university faculty upon any ground, the proceedings should, as a matter of course, be strictly judicial in character, and should be in accord with the principle of faculty responsibility. In other words, the person accused should be entitled to have the charges against him stated in writing in specific terms, and to have a fair trial on those charges before either the judicial committee of the faculty, or a joint committee composed

of an equal number of professors and trustees, which should render definite findings, stating, in case of a decision adverse to the accused, the precise acts on which the decision is based. The importance of maintaining these procedural safeguards against hasty or unjust action is, if possible, even greater at a time of popular excitement and heightened passions than under normal conditions.

These findings of the American Association of University Professors are in consonance with Anglo-Saxon conceptions of elementary justice. The charges on which I was dismissed after twenty-six years of continuous service as a full professor of Columbia University are exceedingly grave in character and are by law made crimes punishable by the most severe penalties. A proceeding by which a body of men undertake to adjudge a university professor guilty of such heinous crimes without trial and to publish its findings broadcast is revolting to the sense of fairness and of justice. It can not be allowed to stand.

My second request is based on the fact that my tenure of office was at least from year to year, *i. e.*, from July 1 to June 30.

As to my request for retirement on pension on July 1 next, I beg to remind you that I had completed the full period of twenty-five years of service as professor of Columbia University prior to October 1, 1917, and that on the completion of this period my right to the pension provided by the statutes of the university became an accrued and vested right of which I can not be deprived by any subsequent acts on my part or by any resolution of the trustees. In this connection I desire to call your attention to a letter written to me by the president of the university on May 9, 1913, stating that I became entitled to the pension under section 67 of the statutes on July 1, 1913.

Respectfully,

(Signed)

J. McKEEN CATTLELL

THE TRUSTEES OF COLUMBIA UNIVERSITY  
IN THE CITY OF NEW YORK  
No. 63 WALL STREET

JOHN B. PINE, Clerk

NEW YORK, April 3, 1918

J. McKEEN CATTLELL, Esq.

Garrison-on-Hudson

New York

Dear Sir:

I am instructed by the Trustees of Columbia University to acknowledge the receipt of your letter of March 26th, and to inform

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you that they decline to comply with each and every of the requests therein contained.

Yours truly,

(Signed)

JOHN B. PINE, Clerk

GARRISON-ON-HUDSON, N. Y.

September 21, 1921

To THE TRUSTEES OF COLUMBIA UNIVERSITY  
IN THE CITY OF NEW YORK,  
No. 63 WALL STREET

Sirs:

In reply to my letter of March 26, 1918, you declined to give me an opportunity to defend myself against the charges under which you dismissed me on October 1, 1917, from the chair of psychology in Columbia University that I had held for twenty-six years. I have consequently been compelled to seek a hearing and a verdict through the tribunal that is open to me.

You also refused to pay the salary for the year during which I was serving and the pension that was due in accordance with the terms of the statutes of the university. I now beg to repeat the request that these be paid and to ask you to give careful consideration to a question that is vital to the good name of Columbia University and to the integrity of the academic career.

You will remember that you dismissed me without a hearing on charges of "sedition," "treason" and "opposition to the enforcement of the laws of the United States." The basis for these charges, as you expressly state, was a letter addressed by me to members of the congress (shown by me to no one else) in support of pending legislation exempting from combatant service in Europe conscripts who objected to war. Such legislation, already enacted by the British Parliament, would in my opinion have been in accord with the spirit of our institutions and would have promoted efficiency and morale, both of the overseas army and at home. It is the constitutional privilege of every citizen to petition the congress on behalf of legislation that he believes to be in the interest of the nation; to join in injuring him for exercising this right is a felony under the federal penal code.

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You would scarcely have accused me of lack of loyalty, let alone of heinous crimes against the nation, if you had known that more than any one else I was responsible for the organization of the committees of scientific men which under the National Research Council became important factors in the successful prosecution of the war, that I was an active member of the psychology committee whose useful services to the army were based largely on researches carried on by me and by my students, that I had spent most of the week preceding my dismissal in preparing tests for the selection of army aviators. Neither probably did you know that I had assisted my son, a recent Columbia graduate, to enlist as a private in the army to do medical work in France, where he went with the first group of volunteers in May, 1917.

You were, however, aware that in 1910, after my criticism of the Carnegie pension scheme, a resolution proposing to dismiss me was before you. A few months thereafter in order to cause my resignation, President Butler led you to convey from the laboratory of psychology its six rooms for research, built and equipped with funds secured by me, and at the same time to transfer for my own salary the income from the trust fund of \$100,000 that I had obtained "to increase the facilities of the department." You knew that immediately after the publication of my book on "University Control" in 1913, your committee on education informed me that they had resolved to retire me and that you were prevented from doing so only by official protests from the committees of the three graduate faculties and the division of philosophy, psychology and anthropology. You knew also that you had before you from March to October, 1917, a resolution proposing to dismiss me on account of a letter to members of the Faculty Club, in which I had referred to Dr. Butler as "our much climbing and many talented president," and that you postponed your decision because a committee of the university council presented a report strongly urging that no action be taken.

Under these circumstances—and knowing as you did President Butler's need of rehabilitation and the methods that he uses—you should have been particularly careful to examine into the truth of the charges made by him in his letter of Friday, September 28, 1917. You dismissed me on Monday, October 1, and I first learned of this action and of the cruel charges against me from newspaper reports.

According to the Education Law of the State of New York in institutions under the regents an officer can be removed only "on examination and due proof of the truth of a written complaint of any trustee, of misconduct, incapacity or neglect of duty; provided that at least one week's previous notice of the proposed action shall have been given to the accused and to each trustee."

The American Association of University Professors at their meeting in 1917 unanimously adopted a report emphasizing the falseness of the charges and severely censuring your action. The Columbia Alumni Federation refused to pass a resolution endorsing it. The American Association for the Advancement of Science requested me to continue to edit *Science*, the official organ of the association. Without a single exception our leading scientific men and students of education have continued to co-operate with me in the journals that I edit and in other work for the national welfare. You must certainly now realize that the charges that you made against me in 1917 were false and react to injure Columbia University most seriously.

These circumstances are recalled to place your action in correct perspective and to emphasize the injustice of continuing to withhold the pension that I have earned. An accrued pension is, indeed, a legal and a moral right that a professor can not forfeit, even if his subsequent acts are not approved by the president or trustees of the institution whose statutes provide the pension.

President Butler wrote to me on May 9, 1913, that in accordance with the provisions of the statutes of the university, I became entitled to a pension on July 1, 1913, and proposed to retire me on an annuity of \$2,320, which in the event of my death would have been in part continued as a widow's annuity. He stated in his annual report for 1906 that the cost of the pension to the professor, if in middle life, "would be not less than \$1,200 annually." This amount had in effect been withheld from my salary to be paid to me as a pension.

When I accepted the chair of psychology in Columbia University in 1891, I was influenced by the fact that its statutes provided a pension which was not the case at the University of Pennsylvania. On this account and on the agreement that part of my time should be reserved for research, I accepted as full professor the comparatively small salary of \$2,500, which was never increased beyond \$5,000. Though I had seven children to support and educate, I declined to

consider other openings, one with a salary of \$10,000, partly on account of the pension. When a widow's annuity had accrued by the terms of the university's statutes, I relinquished my life insurance. The statutes of the university are a contract in reliance on which I acted and on which the university can not default.

It is unwise, even from the economic standpoint, to refuse to pay the pension that I had earned. You will find that Columbia professors will not be satisfied with their present modest salaries and men will hesitate to accept calls to the university if they know that their pensions may not be paid. If the teachers of the university believe that false charges may be made against a professor without a hearing in order to save paying the pension that he had earned and to discredit his efforts for university reform, how can you hope for the self-sacrifice and loyalty that are essential to the welfare of the university?

If you associated with university teachers you would know the comparisons made everywhere between the administrative methods used at Harvard and at Columbia. Do you realize that during President Butler's administration—beginning with Professor Woodberry and Professor MacDowell whom he drove away—you have lost fifty-four professors of distinction (seventeen others appointed during President Low's administration being now close to the age of retirement) and have added but twenty-three who are now active? Yet in the course of these nineteen years the number of professors has increased threefold. Columbia still has three psychologists and an anthropologist who are members of the National Academy of Sciences, with twelve members (four now retired) in other sciences; Harvard has thirty members. Columbia has one of our leading thousand scientific men for 202 full-time students (1 : 566 for all students), at Harvard the ratio is 1 : 75, at Yale 1 : 105, at Chicago 1 : 116, at Princeton 1 : 91 and at the Johns Hopkins 1 : 37.

It is ungenerous and unfair to withhold the pension. My services to Columbia University are known to you and it is perhaps unbecoming for me to refer to them. But I may venture to recall the fact that while I was head of the three departments of psychology, philosophy and anthropology (psychology and anthropology having been previously non-existent and philosophy very weak) each of them became the strongest in any American university and they were the

only scientific departments in which Columbia held this position. Forty-six of my former students who received the doctorate of philosophy from Columbia became members of the American Psychological Association, as compared with thirty-one from Harvard and fifteen from Yale. I obtained personally for the department of psychology more money than the university ever paid me.

Even the illegality, the unwisdom and the unfairness of your action are not the most serious aspects of the situation. The men of wealth, society leaders and others of the upper classes who direct our educational corporations have their own codes of morals. They may not understand that for the professor or investigator the most debasing of evils is to suffer a compulsion to suppress or to distort the truth as he sees it. My criticisms of the Carnegie pensions and of university administration by a presidential autocracy subject only to uninformed trustees—which were the real grounds for my dismissal—were protests against an economic control that leads to the moral and intellectual enslavement of the teacher.

If a university uses the accrued value of the pensions of its professors as hostages to control their actions, their investigations and their teaching, they are no longer free men. They are under heavy bonds to keep the peace, but it will be the peace of the desert. No man fit to be a university professor will go to a university or will remain in a university that uses a pension system to destroy the foundations of academic freedom on which alone a true university can stand. Those who pay or withhold money to violate the intellectual integrity of university teachers turn a temple into a house of ill-fame.

President Butler once wrote in the *Educational Review*: "Professor Cattell is one of the few men of science now living who can write so as to be easily understood." I have here written as clearly as I can, but you will not fully understand my meaning. You control the lives of university teachers, but your world of Wall Street and Fifth Avenue is remote from their ways. I beg you therefore to ascertain and to follow their judgment in this instance and in all questions concerning the conduct of the university.

I trust that you will be able to make reply within thirty days to the specific request contained in this letter.

Respectfully,

(Signed)

J. McKEEN CATTELL

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GARRISON-ON-HUDSON, N. Y.  
October 31, 1921

Wm. BARCLAY PARSONS, Esq.  
CHAIRMAN OF THE TRUSTEES OF COLUMBIA UNIVERSITY  
No. 63 WALL STREET  
NEW YORK CITY

Sir:

No reply has been received to the letter that I addressed on September 21 to the Trustees of Columbia University except the offer made to my attorney of record in the libel cases by the clerk of the corporation and its attorney in the suit against it.

He told my attorney that if I would discontinue the three suits for libel and give a complete release from all money claims, he believed that the trustees would at their meeting on October 3 decide to pay the pension that I should have received had I been retired on a pension on October 1, 1917; that they would hand me at once a check for \$10,080, the back payment on the pension, on my signing the release, and that they would thereafter pay the pension at the rate of \$2,520 a year, the widow's annuity to be continued in the event of my death. The cash payment and the cost of the joint annuity that he offered amount to \$42,027.12. He declined, however, to put this offer in writing or to give even one day for consideration, and he insisted that payment of the pension would be "an act of grace" on the part of the trustees.

I could not do other than inform my attorney that while I should be glad to receive the pension that I have earned and that is due by the terms of the statutes of the university, I could not submit to having my future freedom of speech and of action controlled "at the pleasure of the trustees," and that I could not accept a money payment as a substitute for the withdrawal of false and libelous charges.

It is my belief, and I think that it is the opinion of university professors throughout the United States, that I should be reinstated in the chair of psychology. The trustees could then retire me in accordance with the terms of the statutes, and the payment of the pension would be taken over by the Carnegie Foundation when I reach the age of sixty-five. I am willing to accept reinstatement as the best action that can now be taken in reparation for the wrong done

in 1917. If President Butler and the trustees see fit to assume that they then acted in the interest of the university, as they now would act in the interest of the university in reinstating me, that is a matter for their decision.

Unless such reinstatement is made, or the charges are withdrawn, or opportunity is given to review them before an impartial tribunal, the suits for libel will not be discontinued. These suits were not brought for my vindication, which is needless, but in defense of academic freedom and civic liberty. I want no money from Columbia University beyond what I have earned. All damages received will be given for psychological research in order to make up by the work of others for the teaching and research that President Butler and the trustees have made it difficult for me to do.

I trust that assurances will be given that the pension will be paid. Otherwise I shall secure the advice of university professors throughout the country, and if they believe it to be of service to the academic situation I shall bring suit for the pension. I have reason to think that they will share my belief that it will be in the interest of the academic career and of academic freedom to ascertain whether an earned pension is a contract right or a gratuity given at the pleasure of the trustees.

Please let me know what action, if any, the trustees have taken in regard to the pension, and place this letter before them at their approaching meeting.

Respectfully,

(Signed)

J. McKEEN CATTELL

GRAND CENTRAL TERMINAL, NEW YORK CITY  
February 25, 1922

TO THE TRUSTEES OF COLUMBIA UNIVERSITY  
IN THE CITY OF NEW YORK  
No. 63 WALL STREET

Sirs:

I received on February 8 a certified copy of the following preambles and resolution adopted by you at your meeting of February 6:

WHEREAS, the services of James McKeen Cattell as a professor in Columbia University terminated on October 1st, 1917, before which time he had completed

twenty-nine years of service as university professor, of which twenty-six had been in Columbia University; and

WHEREAS, since such termination of his services James McKeen Cattell has made claim for the payment to him of a retiring allowance by the University; and

WHEREAS, a controversy having arisen respecting such claim, there has been an adjustment and settlement thereof providing for the payment of a retiring allowance to him on the basis hereinafter set forth;

NOW, THEREFORE, in consideration of said adjustment and settlement, and of his said twenty-six years of service in Columbia University, be it

RESOLVED, that James McKeen Cattell be paid a retiring allowance by "The Trustees of Columbia University in the City of New York" of twenty-five hundred and seventy dollars (\$2570) annually during his life-time and that after his death an allowance of one-half of said amount be continued to his wife during her life-time, should she survive him, said retiring allowance to date from October 1st, 1917, and to be payable in equal monthly installments, the allowance for each of the years ending October 1st, 1918, 1919, 1920 and 1921 to be payable immediately, with interest thereon hereby fixed at the sum of one thousand one hundred forty-two and 40/100 dollars (\$1,142.40).

This resolution, passed in response to my letter of September 21 and drawn in consultation with me, makes payment of the annuity a contractual obligation on your part. With checks amounting to \$12,279.04, it was exchanged for a general release from other pecuniary claims, specifically in the three pending suits for libel.

For four months, as you are aware, I interposed objections to this form of settlement. I have indeed received from the university the money that I had earned, and (with the exception of the balance of my salary due for 1917-18 and my legal expenses) I wanted no other. By requiring payment of the annuity to be put in the form of a contract, I have obviated the worst feature of your offer of October 3, namely, that the retiring allowance would be an act of grace, payable during your pleasure. I trust that my former colleagues will see to it that their pensions, accrued and unaccrued, can not be misused to control their teaching and their conduct.

You have in fact exerted such control in my case by making payment of the annuity dependent on discontinuance of the libel suits. You have used money that was due me in order to secure release from other claims irrelevant to the annuity. The payment of some \$45,000 on condition that the libel suits be discontinued is indeed a practical acknowledgment of the justice of these suits and of the reluctance

of the defendants to face a trial. It is a personal victory for me, but I regard such a transaction as unbecoming to a university, and for that reason I used all possible efforts to have the payment of the annuity dissociated from the settlement of the lawsuits.

It would surely have been better to have paid the retiring allowance because it was due and properly payable from trust funds given to Columbia University and to the Carnegie Foundation, and then, as I proposed, to let me discontinue the suits for libel, on withdrawal of the charges, in so far as they were libelous. To secure a possible defense, President Butler and the other defendants denied under oath that they had made the charges that the report of the American Association of University Professors states that they did make; their partial retraction is on record. To keep his place in party politics, President Butler publicly apologised for remarks concerning the campaign of General Wood, after having been publicly called by him "a fakir" and the utterer of "a lie." Thus there are precedents for you to require, in the interest of Columbia University, a withdrawal of President Butler's false charges against me.

If, however, as I urged, you had reinstated me in the chair of psychology and then retired me (on the ground that I did not act "in subordination to the president," as deans are required to do by the statutes of the university and professors by coercive etiquette), all complications would have been avoided, and a satisfactory solution would have been reached. Mr. Bertrand Russell, who was convicted of one of the political crimes of which President Butler falsely accused me, was dismissed from his lectureship at Cambridge, but was reinstated when the war ended, and similar action has been taken in Germany. In your support of President Butler's methods, you have forfeited the position of Columbia University, not only among the universities of Great Britain and Germany, but also among American universities such as Harvard.

In the suits for libel no money was wanted, nor could I have obtained substantial damages; for while the charges made at the time of my dismissal were false and libelous (presumably also malicious on the part of President Butler), they did me comparatively little injury—even though they led to my case being brought before the Federal Grand Jury and to my house being raided in the night without search warrant by some fifty drunken soldiers.

It is, indeed, almost incredible that President Butler, a committee of the Trustees of Columbia University and the Trustees as a body should have made charges of "sedition," "treason" and "opposition to the enforcement of the laws of the United States" at the period of greatest patriotic fervor and that their charges should have been believed by none. This is literally true among my acquaintance, for of the thousands of scientific men and leaders in education who have been associated with me, not one has changed his attitude toward me, or has failed to continue to co-operate with me in the four journals that I edit, and in other work for science, education and the nation. On the other hand, I have received hundreds of communications from university professors, indicating or expressing the belief that President Butler made false charges in order to secure my dismissal.

This is a situation intolerable for Columbia University and for every one connected with it. For me it is not a matter of great personal concern; indeed it leads to lenience to my faults and to undue appreciation of my merits. I am, however, deeply interested in academic freedom and civic liberty. If Columbia University continues to maintain that it acted properly in dismissing a professor without a hearing because he had addressed a letter to members of the Congress in support of pending legislation, it relinquishes all claim to be regarded as a true university. If its president and trustees persist in charging that it was "treason," "sedition" and "opposition to the enforcement of the laws of the United States" to exercise the fundamental constitutional right of a citizen to petition the government, they seek to exercise a lawless control subversive of democratic institutions.

I beg therefore to repeat with the utmost urgency my request—and this I do primarily in the interest of Columbia University, of the academic situation and of civic rights—that I be reinstated in the chair of psychology, or that the charges made in 1917 be withdrawn, or that a hearing before an impartial tribunal be given on these charges.

At your meeting on March 6, please give careful consideration to the contents of this letter, to the conditions under which my suits for libel were settled, and to all the circumstances of my relations to

President Butler and to Columbia University, and inform me of your decision.

Respectfully,

(Signed)

J. McKEEN CATELL

THE TRUSTEES OF COLUMBIA UNIVERSITY  
IN THE CITY OF NEW YORK  
No. 63 WALL STREET

JOHN B. PINE, Clerk

NEW YORK, March 7th, 1922

J. McKEEN CATELL, LL.D.  
Grand Central Terminal  
New York City

Sir:

I am instructed by the Trustees of the University to acknowledge the receipt of your letter of February 25th, and to reply that the Trustees consider that the incident to which you refer was closed by the resolution adopted by them on February 6th, which is quoted in your letter, and your acceptance thereof.

Yours respectfully,

(Signed)

JOHN B. PINE, Clerk

STATEMENT ATTRIBUTED TO PRESIDENT BUTLER IN THE *New York Times*, FEBRUARY 8, 1922.

"The Trustees of Columbia University have voted to pay to Mr. Cattell the precise amount of the annual retiring allowance, as fixed by the rules of the Carnegie Foundation, that his twenty-six years of service as professor in Columbia justify. When this retiring allowance was offered to Mr. Cattell after twenty-five years of service, he declined it.

"He has since asked for it, and it has been granted. Mr. Cattell has discontinued his various actions against the university, the *Alumni News* and individual Trustees.

The following supplementary material, bearing on the preceding, has been furnished by the Clerk of the Trustees for publication:

May 21, 1913

Professor J. McKeen Cattell,  
Garrison-on-Hudson, N. Y.

Dear Sir:

The Committee on Education, in notifying you through the President of their intention to move a resolution providing for your retirement from active service at the close of the present academic year, had in mind a letter which you wrote to the President of the Carnegie Foundation on November 8, 1910, and which you caused to be widely published. In that letter you stated that you regarded the opportunity to retire for length of service in 1913 as "a privilege to which I am entitled and have shaped my plans accordingly." The Committee, in proposing to recommend your retirement at this time, were acting, therefore, in accordance with a previously expressed judgment of your own, and also in accordance with their own conviction that the interests of the University would be promoted by your retirement.

Your letter of May 13, 1913, addressed to the Chairman of the Trustees, confirms the Committee in this latter opinion, but at the personal request of the President of the University and in deference to his wishes, the Committee have decided not to present to the Trustees the resolution providing for your retirement, of which you were notified under date of May 9 last.

Yours truly,

(Signed) G. L. RIVES,  
*Chairman of the Trustees*

COLUMBIA UNIVERSITY  
IN THE CITY OF NEW YORK

REPORT OF THE SPECIAL COMMITTEE

Appointed March 5, 1917, to inquire into the state of teaching in the University

To the Trustees of Columbia University:

The undersigned, a Special Committee appointed at the meeting of the Trustees held on March 5, 1917, do respectfully report:

The Trustees by their resolution directed your Special Committee to inquire and ascertain whether doctrines which are subversive of, or tend to the violation or disregard of, the Constitution or laws of the United States or of the State of New York, or which tend to encourage a spirit of disloyalty to the Government of the United States, or the principles upon which it is founded, are taught or disseminated by officers of the University; and, generally, to inquire into the state of teaching in the University.

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At the same meeting of the Trustees the following resolutions were introduced and referred to this Committee for consideration:

*Resolved*, That J. McKeen Cattell, Professor of Psychology, be suspended from the service of the University from and after this date during the remainder of the academic year.

*Resolved*, That the services of J. McKeen Cattell as an officer of instruction in the University be discontinued from and after June 30, 1917, unless his resignation is received prior to that date.

Your Special Committee made a report at the meeting of the Trustees on June 4 last detailing its proceedings, its consultation with the Deans of the several faculties of the University, and the appointment by the University Council of a Committee to co-operate in making the investigations authorized. The Special Committee also reported an apology by Professor Cattell for a communication which he had addressed to members of the Faculty Club, and because of such apology and the recommendation of the Committee of the Council, this Committee recommended that the resolutions regarding him be held for further consideration. The Committee also requested that it be continued, with leave to report at a later date. This report was received by the Trustees and the Committee continued.

On the afternoon of Commencement Day, June 6, 1917, the President of the University, with the assent of the Trustees given at the June meeting of the Trustees, in speaking to the assembled alumni, and through them to the entire University and to the public, stated:

so long as national policies were in debate, we gave complete freedom, as is our wont and as becomes a university, freedom of assembly, freedom of speech, and freedom of publication to all members of the University who in lawful and decent ways might wish to inform and to guide public policy. Wrongheadedness and folly we might deplore, but we are bound to tolerate. So soon, however, as the nation spoke by the Congress and by the President, declaring that it would volunteer as one man for the protection and defense of civil liberty and self-government, conditions sharply changed. What had been tolerated before became intolerable now. What had been wrongheadedness was now sedition. What had been folly was now treason. In your presence, I speak by authority for the whole University—for my colleagues of the trustees and for my colleagues of the faculties—when I say, with all possible emphasis, that there is and will be no place in Columbia University, either on the rolls of its faculties or on the rolls of its students, for any person who opposes or who counsels opposition to the effective enforcement of the laws of the United States, or who acts, speaks or writes treason. The separation of any such person from Columbia University will be as speedy as the discovery of his offense. This is the University's last and only word of warning to any among us, if such there be, who are not with whole heart and mind and strength committed to fight with us to make the world safe for democracy.

This warning was the final warning of the University to all connected with it in any capacity, from the highest to the lowest, and expressed the unalterable determination of the Trustees that all those connected with Columbia University, either on the rolls of its faculties or on the rolls of its students, must loyally support all laws of the United States, and that any such person who should oppose or counsel opposition to the effective enforcement of the laws of the United

States, or should speak, or write, or commit any act of sedition or treason, would be promptly separated from the University.

It has become the duty of your Committee to report that two persons connected with the University have failed to respect the letter and the spirit of this warning.

On August 23, 1917, and the following days, Professor Cattell, on the letter-head of Columbia University, Division of Philosophy, Psychology and Anthropology, wrote to a number of members of the House of Representatives as follows:

*Sir:*

I trust that you will support a measure against sending conscripts to fight in Europe against their will. The intent of the constitution and our consistent national policy should not be reversed without the consent of the people. The President and the present Congress were not elected "to send conscripts to Europe."

Please read the enclosed statement.

Respectfully,

(Signed)

J. MCK. CATTELL

This was received with indignation by several of the Representatives to whom it was sent, who wrote to the President of the University, one Representative stating to the President:

I do not think that you will approve of this action of this man Cattell in sowing seeds of sedition and treason with the apparent sanction of the institution of which you are the honored head.

And another Representative to whom this letter was sent, in enclosing the letter which he said he had received from "a member of your faculty," said:

Do you and your trustees approve of putting the prestige of your great University back of such views as are expressed in this letter as is done by the use of the University letter-head?

Your Committee report that this action of Professor Cattell was a direct violation of the warning that the President of the University, with the assent of the Trustees, gave to all those connected with the University, and further, by the use of the letter-head of Columbia University, involved the University as affirming the statement made in this letter to Representatives in Congress in opposition to the enforcement of the laws of the United States.

By Section 2 of the Charter of the University the Trustees are authorized to select and appoint by ballot or otherwise such professor or professors, tutor or tutors, to assist the President in the education and government of the students belonging to said college, and such other officer or officers as to the said Trustees shall seem meet, all of whom shall hold their office during the pleasure of the Trustees. Professor Cattell and Professor —— were both appointed to their respective positions during the pleasure of the Trustees.

The President has addressed a letter to your Committee under authority of the provisions of the Statutes, Section 2, Paragraph 2, recommending the immediate dismissal from the service of the corporation of James McKeen Cattell, Ph.D., LL.D., Professor of Psychology. . . .

In continuance of the earlier consideration of the case of Professor Cattell, your Committee report that on June 18, 1917, seven of the nine members of the

Committee of the University Council—all who could then be reached—joined in a written statement that Professor Cattell's usefulness in the University be ended. On September 24, the entire Committee of the University Council formally recommended that Professor Cattell be retired from active service under the provisions of Section 67 of the Statutes of the University.

In view of all these facts your Committee have unanimously decided to recommend the adoption of the following resolution:

*Resolved*, that the continuance of the connection of James McKeen Cattell, Ph.D., LL.D., with the University is prejudicial to the welfare of the University, and that the best interests of the University require that his connection with the University shall cease and determine; and further

*Resolved*, that the appointment of the said James McKeen Cattell as Professor of Psychology in this University be, and the same hereby is, terminated, and that his connection with the University cease and determine forthwith; and the said professorship is hereby declared vacant; and further.

*Resolved*, that the Clerk be instructed to transmit a copy of the foregoing resolution to the said James McKeen Cattell. . . .

The Committee also ask to be continued with leave to report at a later date.  
Respectfully submitted,

GEORGE L. INGRAHAM

JOHN B. PINE

FRANCIS S. BANGS

STEPHEN BAKER

October 1, 1917

#### LETTER OF THE PRESIDENT

*To the Committee on Education and to the Special Committee of Inquiry into the State of Teaching in the University:*

Acting under authority of the provisions of the Statutes, Section 2, Paragraph 2, I beg to recommend the immediate dismissal from the service of the University of James McKeen Cattell, Ph.D., LL.D., Professor of Psychology. . . . for public conduct prejudicial to the influence and good name of the University.

The circumstances attending this unusual recommendation are the following:

In speaking to the assembled alumni, and through them to the entire University and to the public, on the afternoon of Commencement Day, June 6 last, I used the following language:

So long as national policies were in debate, we gave complete freedom, as is our wont and as becomes a university, freedom of assembly, freedom of speech, and freedom of publication to all members of the University who in lawful and decent ways might wish to inform and to guide public policy. Wrongheadedness and folly we might deplore, but we are bound to tolerate. So soon, however, as the nation spoke by the Congress and by the President, declaring that it would volunteer as one man for the protection and defense of civil liberty and self-government, conditions sharply changed. What had been tolerated before became intolerable now. What had been wrongheadedness was now sedition. What had been folly was now treason. In your presence I speak by authority for the whole University—for my colleagues of the trustees and for my colleagues of the faculties—when I say, with all possible emphasis, that there is and will

be no place in Columbia University, either on the rolls of its faculties or on the rolls of its students, for any person who opposes or who counsels opposition to the effective enforcement of the laws of the United States, or who acts, speaks or writes treason. The separation of any such person from Columbia University will be as speedy as the discovery of his offense. This is the University's last and only word of warning to any among us, if such there be, who are not with whole heart and mind and strength committed to fight with us to make the world safe for democracy.

Despite this public warning, Professor Cattell, on or about August 23 last, writing on the official stationery of the Division of Philosophy, Psychology and Anthropology of Columbia University, addressed to several members of the House of Representatives, including Representatives Kahn of California, Dempsey of New York, and Bathrick of Ohio, the following letter:

*Sir:*

I trust that you will support a measure against sending conscripts to fight in Europe against their will. The intent of the constitution and our consistent national policy should not be reversed without the consent of the people. The President and the present Congress were not elected "to send conscripts to Europe."

Please read the enclosed statement.

Respectfully,

(Signed)

J. MCK. CATTELL

The originals of the letters addressed to Representatives Kahn and Dempsey have been placed in my hands by those gentlemen, together with a vigorous protest against this misuse of the name and reputation of Columbia University and against this direct attempt to weaken the effort of the nation to win the greatest and by far the most important war of all history. Numberless protests have been received from past and present members of the University, as well as from citizens generally, and the public press from one end of the country to the other has made Professor Cattell's action the subject of indignant comment and of sarcastic reference to the policies and the influence of Columbia University. Even more direct is the following letter addressed to the President under date of September 19, 1917, by the entire membership of the Committee on Instruction of the Faculty of Applied Science, speaking for all their colleagues on the teaching staff of the Schools of Mines, Engineering and Chemistry:

September 19, 1917

*Dear Dr. Butler:*

Thousands of Columbia men were greatly pleased and in a sense relieved, when they heard or read the statement in your speech delivered last Commencement, that the separation of any person from Columbia University would be as speedy as the discovery of his offense in opposing or counseling opposition to the government, or who is not with whole heart and mind committed to fight with us to "make the world safe for democracy."

We, the members of the Committee on Instruction of the Schools of Mines, Engineering and Chemistry, representing the Faculty of these Schools, are very much distressed at the discredit which has been brought to the fair name of Columbia University and to those engaged in its service, through the action of Professor J. M. Cattell. The newspaper reports of the activities of these men have occasioned us much embarrassment and lessened the power of our work and our influence in this national crisis.

In our opinion Columbia has been placed before the country in a false position by these men, and loyal members of its staff have been humiliated. For years

to come the opinion in the public mind which these men have created will cause us to suffer.

We are also anxious that our students shall be surrounded by those influences which, while encouraging vigorous independent thought, at the same time develop unquestioned loyalty to our country.

We pray, therefore, for immediate relief and the safeguarding of our name as members of the Faculty of Columbia University.

Respectfully,

ARTHUR L. WALKER  
CHARLES E. LUCKE  
WALTER RAUTENSTRAUCH  
WALTER I. SLICHTER  
GEORGE V. WENDELL  
RALPH E. MAYER  
CHARLES P. BERKEY  
DANIEL D. JACKSON

Inasmuch as examples of the original letters written by Professor Cattell have been sent to and examined by me, and inasmuch as he has, on being directly asked the question, admitted writing these letters, his act in so doing comes directly within the scope of my public warning of June 6 last. I therefore recommend that Professor Cattell be peremptorily dismissed from the service of Columbia University....

For a number of years it has been the strongly held opinion of the Trustees that the interests of the University required the dismissal of Professor Cattell from its service. He has been retained upon the rolls only in deference to the wishes of some of his colleagues, who are now among those asking that his period of University service be terminated....

Respectfully,

NICHOLAS MURRAY BUTLER,  
*President*

September 28, 1917.

## A DIRECTORY OF COLLEGE AND UNIVERSITY PERSONNEL

EXTRACTS FROM A REPORT TO THE AMERICAN COUNCIL ON EDUCATION.—A Division of College and University Personnel should be in effect a personnel index of college and university and certain normal school teaching staffs, classified in several different ways and presenting a fairly complete record of facts respecting the training, experience, publications, and general educational contributions of the persons listed.

*"Usefulness to College and University Executives.*—It is to be expected that the largest usefulness of the Division will lie in providing the names of eligible teachers and a certain limited body of information concerning them, to those college executives and administrators who may be seeking teachers for present or future vacancies in their staffs. Such a service, it might be expected, could be performed with reasonable despatch and accuracy. Executives should not expect from the Division the service usually afforded by the commercial teachers' agency, including testimonials, photographs, or references, nor should they look for any of the advantages which a personal interview may bring. If the Council contemplates the establishment of a teachers' agency with a national field, it should either abandon the idea or reframe it upon a different basis. The information on file for consultation by the executive should be objective, consisting only of the known and unassailable facts; selective rather than full, as regards the individual case; and abundant rather than selective, when the range and size of the field are considered. For the present it is preferable that executives should consult the data at the offices of the Council, but provision will be made for service by correspondence. The Council through the Director should, at the outset, make clear three general principles: First, that since the information which it collects is secured from individual teachers, the Council can assume no responsibility for accuracy of fact as received; secondly, that the Council cannot undertake to vouch for the desirability or availability of a registrant for any particular position; and, thirdly, that the Division cannot undertake to guarantee or even to recommend the placement of any registrant. All the

Council can hope to do is to lay before an executive a body of facts from which the executive and he alone can draw his own inferences and after such subsequent investigation or inquiry as he may see fit to expend can make such selection as he may wish. The Division can be reasonably accurate in its information as collected, but it must be impartial and strictly detached in its nominations. Thus, whereas at present the college president has in general three sources of supply for his teaching personnel, namely, his own and his colleagues' knowledge of the field, the recommendations of graduate schools and academic appointment bureaus, and the nominations of commercial teachers' agencies, with the Division in operation he will have access to one general index of data which, though it might not displace any one of these three sources, will nevertheless offer a centralized and standardized point of departure.

"*Usefulness to Teacher-Registrants.*—Though the chief advantages of the Division will undoubtedly be reaped by the college executive, it will certainly offer a large advantage to the teacher-registrant. He will place his name on file at a central point where his experience and attainments will be more or less constantly brought to the attention of persons seeking teachers and where executives will come to gather data on which to base decisions affecting the personnel of their teaching staffs. The teacher who does not contemplate a change or thinks himself too satisfactorily situated ever to desire a change should be brought to recognize the possibilities of the Division just as clearly as the younger man or woman, or the instructor who feels himself a social or vocational misfit. The man or woman outside the teaching profession who might wish to enter it would find assistance to that end through registration. Information as regards a *locum tenens* during a sabbatical absence might be gained through the Division. The effect then will be rather that of the opportunity seeking the man than the man the opportunity. Manifestly it would become the personal duty of every teacher, man or woman, when requested, to respond promptly with full and accurate information.

"*Relation to College Appointment Bureaus.*—With the non-commercial academic appointment bureaus like those at Harvard, Yale, Chicago, California, Columbia, and other institutions, it should be the policy of the Division to maintain the most willing and friendly co-operation possible within the limits of the project. Much of the

work of these bureaus is concerned with recent graduates who might for one reason or another (grade of teaching, rank) be ineligible for registration in the Division; but in so far as the general policy of the Council will permit, such bureaus, if and when they so desire, should be granted privileges as similar as practicable to those enjoyed by the executives of their respective institutions.

*"Relation to Commercial Agencies.*—In no sense should the Division compete or throw itself open to the charge of competing with commercial teachers' agencies. It would be undesirable for the Division to include in its files information about teachers volunteered by commercial teachers' agencies or to nominate to them possible candidates for vacant posts.

*"Public and Private Bureaus.*—To such organizations as the U. S. Bureau of Education or the National Research Council, the fullest possible co-operation should be accorded. Indeed it should be an early positive policy of the Division to establish with them harmonious and friendly relations.

*"Confidential Nature of Records.*—The Council should recognize that the records of the Division of Personnel will be in every sense confidential and that unauthorized persons should under no circumstances have access to them. Any of the files of addresses alone when complete will have a rather large monetary value to many business houses. In view of this fact the Council should never contemplate for any reason a disposition of the files which would subject their contents to commercial access.

*"Fees and Support.*—It is believed that the purposes of the Division cannot be fulfilled if registrants are charged a fee, however small, for the privilege of registration. Such a fee would seem to justify itself only on the ground that it would help defray the costs of maintenance. It would not exclude undesirable registrants—indeed, the Council should not attempt to differentiate between desirable and undesirable registrants; it would tend to imply an obligation upon the Council; it would deter a good many desirable teachers from registering because the benefits of the Division for them have yet to be proved; and it would materially decrease, perhaps by 50 per cent, the number of teachers whose names should by every test be included in the files.

*"If and when a monthly bulletin service for teachers should be in-*

augurated, it should be so planned that it can be supplied in mimeographed or multigraphed form for \$5 per year per subject. A fee of \$2 per individual would be so low as not to bring in a just and adequate return for the information supplied. A teacher in search of another position would gladly pay \$5 for bulletin service. Executives of graduate schools and others seeking to place new teachers would find a fee of \$5 not excessive; indeed, it would probably be paid from the funds of the institution. The most important period of the year for such a bulletin service would undoubtedly run from March 1 to September 15.

"*Publicity.*—By October 1, 1922, the Division should have begun an active and aggressive campaign of publicity, which should be carried on through publications of the constituent and associate bodies or professional periodicals, through addresses at meetings, and through brief notices in newspapers. It is anticipated that as soon as this campaign is well started the volume of correspondence—*itself a very powerful means of publicity*—will increase rapidly.

"Articles in the *EDUCATIONAL RECORD* and in publications of member bodies (*Bulletin* of the American Association of University Professors, Secretary's page of the *Publications of the Modern Language Association of America*) and such journals as *School and Society*, should be brief, informative, and not too sanguine. Where possible they should be written by special contributors; members of the Advisory Committee might find opportunity for such work. Whenever practicable such articles should be submitted in manuscript or proof to the Director or to someone actively in touch with the policies and work of the Division, in order to forestall, if possible, promising more than the Division can fulfill.

"Special arrangements should be made with the officers or committees in charge of meetings of affiliated associations, both general and local, to secure oral presentation of the aims of the Division. The delivery of an address at such a meeting should not be regarded as sufficient; the full value of oral publicity of this sort can be gained only through discussion by members present. Discussion, furthermore, may yield at times suggestions of some value to the Director and to the Division.

"It should be the policy of the Council to issue to newspapers no statements except through the Director or his authorized representative. . . .

*"Equipment and Staff.*—The means whereby the Division would fulfill its functions would be certain files (Preliminary, Pending, Alphabetical, Data, Personnel, Confidential, and Correspondence), a competent office staff, and office rooms.

*"Filing Systems.*—The files of the Division should be as follows:

*"Preliminary File.*—The Preliminary File is made from the names, titles, and addresses which are listed in college and university directories, and provides cards for the Pending and Alphabetical File. It makes possible a working census on which to base the circularizing to be done by the Division. Cards are 3 by 5 inches, unruled, two colors, white (men) and blue (women). Classification is by institutions. The cards should bear last name, first name, initials, title, address, one date on left-hand third (date of making). The number of cards in the Preliminary File at one time will probably not exceed twenty thousand.

*"Pending File.*—The Pending File is made by transfer from the Preliminary File and contains the names of persons to whom the Information Circular, with data blank, has been sent. Classification is by institutions. As an institution is circularized the cards are lifted, with guides, from the Preliminary File, dated on the middle third of the card with the date of despatch of the Information Circular, and placed in the Pending File. The number of cards in the Pending File at any one time will probably not exceed ten thousand.

"The Pending File may at any time, without resorting or subdividing, be used for follow-up. The date of the second circularization should be stamped under the date of initial circularization in the middle third of the card.

*"Alphabetical File.*—The Alphabetical File contains those cards transferred from the Pending File whose subjects have sent in the data blank and cards made to index data gathered from the files of the National Research Council. When cards are placed in the Alphabetical File a third (or fourth) date (date of filing) is added in the right-hand third of the card, and the card is index-numbered. The Alphabetical File thus provides an index to the Personnel File.

*"Data File.*—Blanks filled out by registrants and received from them are deposited in the Data File for reference and record. The Data File is alphabetical. Hence circulars should be of such a size and form as to fit into a standard container.

*"Personnel File.*—The cards are 5 by 8 inches, two colors, white (men) and blue (women). These cards bear along the top numbers from one to fifteen or more for tab indexing. They summarize in easily accessible form information received from registrants who return the circular filled out or from the files of the National Research Council and similar bodies. Classification is by occupations (subjects professed by registrants), if desired to the extent of primary and secondary. Spaces on personnel card should be governed by material collected and desired for reference. Tabs involve not more than six colors.

*"Confidential File.*—An alphabetical jacket correspondence file contains correspondence, memoranda, etc., of a confidential nature relating to registered personnel. The policy of the Division should be to collect as little of this material as possible, but it seems inevitable that some should be received. The number of jackets should not exceed one thousand.

*"Correspondence File.*—The Correspondence File is an alphabetical jacket file of non-confidential nature containing the correspondence of the Division indexed by persons. All correspondence indexed by subject should be placed in the general correspondence files of the Director's office. The estimated number of jackets is not over two thousand. Cross reference is had by red slips to the Confidential File.

*"Information Circular.*—To each teacher whose name appears in the Preliminary File of the Division should be sent a four-page circular, 8 $\frac{1}{2}$  by 11 inches, folded, the first two pages of which bear a statement of the aims and objectives of the Division persuasively set forth, and the last two pages of which constitute a blank to be filled out by the registrant. The Advisory Committee has agreed that the data to be collected should be as follows:

1. Name, address, date and place of birth, married or single, size of family or number of dependents, religious affiliations.
2. Institution to which attached, subject taught, present position, maximum and minimum limits of salary for rank now held. (Each registrant should be encouraged to state his salary but no premium should be placed on such a statement. Indeed it would be possible to secure in many cases salary ranges from information on file in the Council's offices.)

3. Education and degrees, with dates.
4. Experience, including a statement of academic positions held and dates of incumbency.
5. Principal publications, and membership in literary and scientific societies.
6. Foreign travel or residence, with countries.
7. Occupations in which the registrant has been engaged other than those of teaching, with dates.

*(Form of Data Blank)<sup>1</sup>*

AMERICAN COUNCIL ON EDUCATION

DIVISION OF COLLEGE AND UNIVERSITY PERSONNEL

WASHINGTON, D. C.

Data Blank

It is important that your information should be full and complete. The filling in of spaces marked with a star (\*) is optional, but the work of the Council will be facilitated if you give the information. Answers may be typed or written in very legible long hand. Please use the other side of the blank for additional data. It is very desirable that you should send to the Division of College and University Personnel all changes respecting your professional record as they occur. The blank, filled out, should be mailed without delay to the address at the top of this sheet.

Name.....	Institution.....
Rank or Title (in full).....	
Your permanent mailing address.....	
Date of birth.....	Place of birth.....
Married or single.....	Size of Family.....
Religious preference.....	*Salary.....
Degrees in course, with institutions and dates.....	Honorary degrees.....
Subject or subjects now taught.....	
Have you traveled abroad?.....	In what countries?.....
	For how long?.....
Have you lived abroad?.....	In what countries?.....
	For how long?.....
Teaching experience previous to your present position, with dates.....	
Principal publications (books and monographs).....	
Learned Societies, Honorary Societies.....	

<sup>1</sup> Provisional.

Positions held other than teaching positions, with length of service.....

If you have carried any of the entries over to the other side of this sheet, or if you have given any information on the other side, please place a check mark in this square

"The cards of the Personnel File should be classified on the basis of occupation, that is, each subject taught in the colleges and universities of the country should have an index-guide. This classification is recommended because it is anticipated that most of the calls for information with respect to registrants will be so phrased as to turn upon this classification. An alphabetical index to persons whose cards appear in the Personnel File will be available in the Alphabetical File.

"Detailed classification of entries should be secured by means of tabs of different colors affixed to the upper line of numbers on the personnel card (see page 47).

"1. *Address*.—Geographical section of the country may be indicated by one of five colors; eastern, red; central, white; southern, blue; middle western, green; and far western, yellow.

"2. *Date of Birth*.—The date of birth of a registrant may be approximated by classification in one of six classes. For instance a registrant whose birth occurred before 1870 may be indicated by a red tab; after 1871 and before 1880, white; after 1881 and before 1890, blue; after 1891 and before 1895, green; after 1896 and before 1900, yellow; after 1901 and before 1905, black. As time advances further classifications can be added. For instance, 1910, purple; etc.

"3. *Place of Birth*.—Place of birth of registrant may be indicated as follows: No tab, the United States; British Empire, red; France, blue; Germany or the German Empire, white; miscellaneous foreign birth, black. It is not thought that a classification into further than five divisions is either needful or desirable.

"4. *Married or Single*.—Classification under this heading may be effected as follows: Single, without family, no tab; single and family, red; married, no family, white; married and family, blue; divorced, green. It is impracticable to indicate number of dependents by tabs.

"5. *Religious Affiliations.*—The religious affiliation or preference of a registrant may be indicated as follows: None expressed, no tab; Protestant, red; Catholic, white. Sub-divisions of Protestant faiths might, if desired, be indicated as follows: Episcopal, blue; Baptist, green; Christian Scientist, yellow; Methodist, black. It is not recommended that the classification of this heading be extended further than the first three affiliations indicated in this paragraph.

"6. *Faculty Rank.*—Faculty rank of registrants may be indicated as follows: Instructor, no tab; Assistant Professor, red; Associate Professor, when the grade is not equivalent to that of an Assistant Professor, white; Full Professor, blue; Professor with administrative functions, green; administrative functions only, no teaching, yellow.

"7. *Salary.*—Indication of salary should be made by salary ranges, as follows: Up to \$2,000, no tab; \$2,001 to \$2,500, red; \$2,501 to \$3,000, white; \$3,001 to \$4,000, blue; \$4,001 to \$5,000, green; \$5,001 and over, yellow. The card should provide an indication whether the amount of salary indicated has been given or inferred from salary ranges (G and R).

"8. *Education and Degrees in Course.*—The education and degrees of registrants may be indicated as follows: The first degree in arts, science, or philosophy (A.B., B.S., Ph.B., etc.), no tab; second degree in arts, science, or philosophy, (A.M., M.S., etc.) red; a third degree in arts, science, and philosophy (Ph.D., S.D., etc.), white; Doctor of Medicine, blue; Dental degrees, green; Veterinary degrees, yellow.

"9. *Honorary Degrees.*—Honorary degrees of registrants may be indicated for A.M., red; for LL.D., white; for Litt.D., blue; for D.D., green; for D.C.L., yellow, etc.

"*Recency of last degree in course.* Recency of last degree received by the registrant in course should not be indicated because in a normal case it has no significance beyond that attached to age, and because it might easily work an injustice to a registrant whose training had been completed rather late.

"*Teaching Experience.*—It is felt that no attempt should be made to indicate by tabbing the teaching experience of a registrant. It would be possible to devise without difficulty a series of limits and tabs similar to those laid down in sections (2) and (8) above, but it is believed that as soon as a classification is attempted it will involve at once questions of judgment. Decisions in such cases imply dis-

crimination, and as soon as discrimination enters, some registrant is certain to receive the impression that it is being practiced against himself or herself. For these reasons no classification at this point is recommended.

*"Publications and Societies.*—Observations similar to those set down above as applicable to experience are also applicable to the principal publications and membership in literary and learned societies as indicated by the applicant. Both of these sets of information are available on the cards as filed and for this reason it is judged inexpedient to attempt to indicate their extent because such indication will involve what is, to all intents, a rating of registrants.

*"10. Foreign Travel.*—Foreign travel and residence of registrants may be indicated as follows: No foreign travel, no tab; foreign travel without residence (less than one year abroad consecutively), red; foreign residence, white; foreign study and degree, blue. This classification will undoubtedly be of service to administrators who may be seeking teachers for foreign languages and especially for classes conducted by the direct method. It may also be of service whenever information is desired with respect to possible candidates for European exchange.

*"11. Other Occupations.*—Extended classification as regards occupations other than teaching is not deemed desirable. It would be well, however, to make the following provisions: No other occupational experience, no tab; business experience, red; practice of other profession than teaching, like medicine, veterinary medicine, dentistry, or law, even while engaged in academic or professional instruction, white; U. S. Army or Navy, blue; war service, green.

*"12. Desire for Change.*—If a registrant indicates at any time that an immediate change of position is desired it would be possible to indicate the fact by a red tab. . . .

"It is probable that so complete a classification as has been indicated in the preceding paragraphs will be felt to be unnecessary. In such a case any or all of the tabs might be omitted, but it should be borne in mind that if omissions are made, corresponding bases of selection and classification, together with some of the speed and completeness of the file, must of necessity be sacrificed. It has seemed better to provide an elaborate system of tabbing, which might be cut down or modified, than a brief system, which might prove

defective and require to be built up to meet the needs of the Division. . . .

"*Use of Files.*—A college executive or administrator who contemplates calling upon the Division for nominations should be encouraged to notify the Director in advance of his intended visit. If time serves, requisition blanks should be despatched to him which he should fill out and return to reach the Division at least forty-eight hours before his visit. Nothing in this project precludes pulling a card immediately upon request by an executive, but it should be borne in mind that the best results can be obtained only if requisitions are standardized to conform to the classifications of the files. It should be the care of the Director to see that the administrator understands these facts and that he complies with the requirements of the records.

"The Director upon receipt of the requisition slip turns it over to the chief clerk who either pulls cards for nominations as requested or delivers it to a clerk who performs the function. The person who pulls the card should write on the back of the requisition blank the names of the registrants nominated. The blank and the cards fulfilling the qualifications of the requisition are then either placed at one side to await the arrival of the executive or they are turned over immediately to him. In the place from which each card is pulled there is inserted an "out" card of the same size, red, which may bear a  $\frac{1}{5}$  cut tab at the top and upon which is written the name of the registrant and the date of pulling. The out card should be removed when the personnel card is returned.

"If a consultant should wish to ascertain the record of a particular registrant the clerk will consult the Alphabetical File, observe upon the registrant's alphabetical card the index number, translate the index number into terms of subject classification of the Personnel File, and finally consult the personnel card of the registrant.

"It is not deemed expedient or desirable that records should be kept of the number of times a registrant's name is placed before consultants. Such a record might conceivably prejudice, however unconsciously, the consultant.

"Besides the routine uses of the Personnel File indicated above, it would be possible to gather from it statistics concerning the teaching profession in the United States from many points of view. In-

deed it is anticipated that as the file nears and attains completion it will become one of the most valuable depositaries of statistical fact in the United States.

*"Keeping Data Recent."*—On August first of each year a request should be despatched by the Director to Secretaries or Presidents of institutions already circularized (the list can be obtained from the guides laid aside when the Alphabetical File was made) requesting data as to changes in officers and teachers of the institutions since the last publication on which the record has been based. These requests may be multigraphed but it is not believed that for the first year a personal typewritten letter to each administrator or executive would place undue burden upon the office force. As the size of the Personnel File increases and the number of institutions from which data have been gathered grows larger, recourse must be had to the multigraph or to print. . . .

*"Expansion and Increases of Activities."*—As time goes on it will probably be found that the activities of the Division will increase in proportion to the success of its operation and its usefulness of the service which it performs. One of the first expansions should be the inclusion in the records of persons below the rank of instructor (assistant, lecturer, demonstrator, etc.).

"A second field of activity might be found in the issuance of a bulletin service for teachers. Such a bulletin service should have as its object the announcement, in monthly numbers from March 1st to September 1st and at whatever other periods of the year seemed desirable, of vacancies in staffs of institutions in the country. This announcement would in effect introduce into the United States a system of applications for positions similar to that which obtains in Canada. To the teacher seeking a position or the person outside the profession who wishes to enter it, such a service would prove invaluable. Chairmen or professors in departments seeking to place recent university graduates might be among the most eager users of the bulletin. It is believed also that the academic appointment bureaus would find these bulletins a valuable periodical survey of the field.

"A bulletin service for executives would present a larger and more costly undertaking. It would be possible to publish quarterly or in October, January, April, May, and June, a series of bulletins for

executives and others which might tentatively survey the available supply of teachers by subjects. This service would unquestionably have to be printed. Before such a service is announced or even projected, methods and policy should be most carefully studied.

"The preparation and publication of statistics would present opportunities for service which the Council could scarcely afford to neglect. Though it is not believed desirable during the first three years to undertake statistical publications or even statistical studies, nevertheless at the end of that period a survey should be considered. In connection with such a survey, the Council might find it advisable to substitute for the present proposed tab classification system a punch-card system. At any rate it is possible that by the time the Council is ready to install or even to consider the installation of a system of this nature, new devices of this sort will have been perfected.

"It is believed that the Council at all times should avoid any classification or function which would savor of rating registrants. Undoubtedly pressure of one sort and another will be brought to bear upon the Division to bring a rating system into operation, but it is believed that the Council will find it expedient to avoid the controversies and difficulties to which the introduction of such a system would inevitably lead.

*"Conclusions.—*The establishment of a Division of College and University Personnel in the American Council on Education promises such advantages to administrators, teachers, educational foundations and organizations, the Federal and State agencies for education, and all persons or bodies seeking information, nominations, and statistics concerning academic education in the United States that no time should be lost in constituting it. The Director should be charged with the duty of establishing and operating the office of the Division as soon as practicable after the acceptance or modification of the present project, or the acceptance of some other project which has satisfactory purposes and aims."

HOWARD J. SAVAGE, in the *Educational Record*.

## RECENT EDUCATIONAL DISCUSSION

**THE TEACHING OF EVOLUTION.**—"From the standpoint of right and wrong the teacher in college or elsewhere cannot more justly force his theories upon an unwilling or unsuspecting public than can a religious enthusiast require all men to subscribe to his beliefs. The quack doctor, the religious fanatic, and the poorly balanced teacher of science are similar in that they are alike dangerous, and the general public should consider all with suspicion. Lampooning earnest religious folks because they refuse to accept all that comes to them in the name of science will not help to develop the very desirable discrimination between the true and the false, but will rather arouse more vigorous antagonism. There is no fundamental basis for conflict between enlightened and sincere churchmen and true scientists. The development of American institutions and ideals and the advancement of the material welfare of the American people have come from the efforts alike of churchmen, statesmen and scientists; and for continued prosperity, it is essential that there be harmony of purpose between these factors. It is the business of the leaders of scientific work and teachers of science to make such a discrimination between fact and theory that all must respect their findings, and to use such care in the presentation of subject matter that no one idea will be given the undue prominence that is provocative of misunderstanding and distrust. Why not make it quite clear that 'Darwinism,' whatever that may mean to the individual professor, is not all of evolution? Why not spend more time making clear to college students the facts of observation and experiment upon which the 'Origin of Species' was founded? We are confident that more teaching of fundamental facts will lead to a better understanding between scientists and the rest of the world, and to a more hearty support of scientific endeavor."

F. L. PICKETT, in *Science*.

**THE NEW KNOWLEDGE AND THE CHRISTIAN FAITH.**—"This morning we are to think of the Fundamentalist controversy which threatens to divide the American churches, as though already they were not sufficiently split and riven.

"All of us must have heard about the people who call themselves the Fundamentalists. Their apparent intention is to drive out of the evangelical churches men and women of liberal opinions. . . .

"We should not identify the Fundamentalists with the conservatives. All Fundamentalists are conservatives, but not all conservatives are Fundamentalists.

"The best conservatives can often give lessons to the liberals in true liberality of spirit, but the Fundamentalist program is essentially illiberal and intolerant.

"The Fundamentalists see, and they see truly, that in this last generation there have been strange new movements in Christian thought.

*"The New Knowledge.* A great mass of new knowledge has come into man's possession: new knowledge about the physical universe, its origin, its forces, its laws; new knowledge about human history and in particular about the ways in which the ancient peoples used to think in matters of religion and the methods by which they phrased and explained their spiritual experiences; and new knowledge, also, about other religions and the strangely similar ways in which men's faiths and religious practices have developed everywhere.

"Now, there are multitudes of reverent Christians who have been unable to keep this new knowledge in one compartment of their minds and the Christian faith in another. They have been sure that all truth comes from the one God and is his revelation.

"Not, therefore, from irreverence or caprice or destructive zeal, but for the sake of intellectual and spiritual integrity, that they might really love the Lord their God not only with all their heart and soul and strength, but with all their mind, they have been trying to see the new knowledge in terms of the Christian faith and to see the Christian faith in terms of this new knowledge.

"Doubtless they have made many mistakes. Doubtless there have been among them reckless radicals gifted with intellectual ingenuity but lacking spiritual depth. Yet the enterprise itself seems to them indispensable to the Christian church.

"The new knowledge and the old faith cannot be left antagonistic or even disparate, as though a man on Saturday could use one set of regulative ideas for his life and on Sunday could change gear to another altogether.

"We must be able to think our modern life clear through in Christian terms, and to do that we also must be able to think our Christian life clear through in modern terms.

"*New Knowledge in Former Times.* There is nothing new about the situation. It has happened again and again in history, as, for example, when the stationary earth suddenly began to move and the universe that had been centered in this planet was centered in the sun around which the planets whirled.

"Whenever such a situation has arisen, there has been only one way out: the new knowledge and the old faith had to be blended in a new combination.

"Now, the people in this generation who are trying to do this are the liberals, and the Fundamentalists are out on a campaign to shut against them the doors of the Christian fellowship. Shall they be allowed to succeed?

"It is interesting to note where the Fundamentalists are driving in their stakes to mark out the deadline of doctrine around the church, across which no one is to pass except on terms of agreement.

"*What the Fundamentalists Demand.* They insist that we must all believe in the historicity of certain special miracles, preeminently the virgin birth of our Lord; that we must believe in a special theory of inspiration—that the original documents of the Scripture, which of course we no longer possess, were inerrantly dictated to men a good deal as a man might dictate to a stenographer; that we must believe in a special theory of the atonement—that the blood of our Lord, shed in a substitutionary death, placates an alienated Deity and makes possible welcome for the returning sinner; and that we must believe in the second coming of our Lord upon the clouds of heaven to set up a millennium here, as the only way in which God can bring history to a worthy dénouement.

"Such are some of the stakes which are being driven, to mark a deadline of doctrine around the church.

"If a man is a genuine liberal, his primary protest is not against holding these opinions, although he may well protest against their being considered the fundamentals of Christianity. This is a free country and anybody has a right to hold these opinions or any others, if he is sincerely convinced of them.

"*Shall the Christian Name Be Denied to Those Who Differ?* The

question is: has anybody a right to deny the Christian name to those who differ with him on such points, and to shut against them the doors of the Christian fellowship?

"The Fundamentalists say that this must be done. In this country and on the foreign field they are trying to do it. They have actually endeavored to put on the statute books of a whole state binding laws against teaching modern biology. If they had their way, within the church, they would set up in Protestantism a doctrinal tribunal more rigid than the Pope's. . . .

*"The Spirit of Tolerance.* The first element that is necessary is a spirit of tolerance and Christian liberty. When will the world learn that intolerance solves no problems?

"This is not a lesson which the Fundamentalists alone need to learn; the liberals also need to learn it.

"Speaking, as I do, from the viewpoint of liberal opinions, let me say that if some young, fresh mind here this morning is holding new ideas, has fought his way through, it may be by intellectual and spiritual struggle, to novel positions, and is tempted to be intolerant about old opinions, offensively to condescend to those who hold them and to be harsh in judgment on them, he may well remember that people who held those old opinions have given the world some of the noblest character and the most rememberable service that it ever has been blessed with, and that we of the younger generation will prove our case best, not by controversial intolerance, but by producing, with our new opinions, something of the depth and strength, nobility and beauty of character that in other times were associated with other thoughts. . . .

"Ministers often bewail the fact that young people turn from religion to science for the regulative ideas of their lives. But this is easily explicable.

*"How Science Treats a Young Man's Mind.* Science treats a young man's mind as though it were really important. A scientist says to a young man: 'Here is the universe challenging our investigation. Here are the truths which we have seen, so far. Come, study with us. See what we already have seen and then look further to see more, for science is an intellectual adventure for the truth.'

"Can you imagine any man who is worth while turning from that call to the church, if the church seems to him to say, 'Come, and we

will feed you opinions from a spoon. No thinking is allowed here except such as brings you to certain specified, predetermined conclusions. These prescribed opinions we will give you in advance of your thinking; now think, but only so as to reach these results.'

"*What are the Main Issues of Christianity?* The second element which is needed, if we are to reach a happy solution of this problem, is a clear insight into the main issues of modern Christianity and a sense of penitent shame that the Christian church should be quarrelling over little matters when the world is dying of great needs.

"If, during the war, when the nations were wrestling upon the very brink of hell and at times all seemed lost, you chanced to hear two men in altercation about some minor matter of sectarian denominationalism, could you restrain your indignation?

"You said, 'What can you do with folks like this who, in the face of colossal issues, play with the tiddleywinks and peccadillos of religion?'

"So, now, when from the terrific questions of this generation one is called away by the noise of this Fundamentalist controversy, he thinks it almost unforgivable that men should tithe mint and anise and cummin, and quarrel over them, when the world is perishing for the lack of the weightier matters of the law, justice, and mercy, and faith."

From a sermon by HARRY EMERSON FOSDICK.

SCIENCE AND THE SCRIPTURES.—"The attitude of the Church, and especially of the Clergy, towards science and towards the origin of man is of incalculable importance. Darwin's 'Origin of Species' was published in 1859, the year when I graduated at Brown University. The recrudescence of the warfare over Evolution, which for many years had subsided and almost disappeared, except sporadically, is a strange phenomenon. The illogical and futile attacks upon science by some of the mis-called Fundamentalists, and an illogical and even absurd attempt to prove that the Bible contains and anticipated the discoveries of modern science, are doing immense harm to religion. There is serious danger, if present tendencies triumph, that intelligent people—those who eventually mold the thought of the world—will be alienated from the Church and finally driven out of it. It is not without deplorable significance that Lord Bryce,

in his 'Modern Democracies,' (II, 326) states that in Argentina and Brazil, 'Men of the educated class have practically dropped Christianity.'

"The Bible is a textbook of Religion and not a textbook of Science. Like our common speech of today, its language is popular, not technical. Sage and wayfaring man alike find in it guidance and comfort in this mortal life and the Gospel, the good news, of an Immortal Life through our Lord Jesus Christ. The 'Impregnable Rock of Holy Scripture' and the impregnable rocks of the geologist are equally God's handiwork, and rightly interpreted must agree....

"If man was a special creation, the Almighty was not limited to the lowliest form of matter—the 'dust of the ground'—as material for the human body. He could have created a nobler, a more subtle, a more puissant and exalted stuff out of which to fashion man. The plan and structure and function of man's body would then supposedly have differed *toto coelo* from man's present body. Probably it would have been free from the defects and deformities inherent to our animal body, and free from the diseases which it shares with animals....

"Human life is the gradual unfolding of a majestic drama, covering aeons of time. In its dawn we see man groping his way towards the light; then slowly, but surely developing his intellectual life; and finally—how or when we know not now, but doubtless we shall know in the future, in the immortal life—the engraving by the Creator upon his natural life of a moral and spiritual life, a soul with a desire to worship, a faculty of adoration and of communion with his Heavenly Father. This spectacle of wondrous power and beauty, this wondrous love of God for mankind, and the final, lofty destiny of the Human Race—this is to me the most impressive, the most inspiring vision of all the ages."

W. W. KEEN, Commencement Address  
at Crozier Theological Seminary.

THE STUDENTS' ARMY TRAINING CORPS.<sup>1</sup>—The Students' Army Training Corps was a complete success in producing two results vital to military and to civic interests, and it was invaluable in its contribution to three other important elements, *viz.*:

<sup>1</sup> This article constitutes a portion of the report of Dean Wigmore made to the President of Northwestern University and published in the bulletin of the university containing the President's reports for 1919-21.

(1) From the *military* point of view of preserving the independence of our nation, the S. A. T. C. provided a reservoir of more than 25,000 trained officer-material, necessary to officer the new 2,000,000 army which was to assist in the 1919 spring offensive, and impossible to provide so rapidly in any other way; and this result was precisely the one aimed at by the General Staff and the War Department Education Committee in organizing the corps.

(2) From the *civic* point of view, *viz.*, the preservation of the institutions of higher education, the S. A. T. C. saved more than 500 educational institutions from being disorganized by the second draft, which was due to take all men of ages 18-20 before June, 1919; had the corps not been installed in those institutions, the faculties of the vast majority would have been disbanded by October, 1918, the revenues for the year would have been depleted, and more than half of the institutions would have become insolvent.

(3) From the point of view of the *student-body*, it saved nearly a year in the completion of the education of nearly 150,000 young men; for they would all have entered cantonments at some period between October, 1918, and June, 1919, and the suspended institution would not have been ready to receive them again until September, 1919; whereas the net actual loss of time did not exceed three months for any of them, and the great majority lost no time at all.

(4) From the point of view, again, of *student welfare*, the three months of the corps contributed a unique experience of discipline in education which could never have fallen to their lot otherwise; and this tradition will never lose its moral value in the lives of those who enjoyed the privilege.

(5) From the point of view of *educational method*, the contrast of military and civic methods, side by side, furnished a unique experience of great value; and American higher education can never cease to be thankful for the lessons to be drawn from that brief but emphatic experience.

In the first two features, therefore, *viz.*, the assistance in assuring that military victory which saved the nation, and the assistance in rescuing the country's universities and colleges from disastrous disruption, the Students' Army Training Corps was a complete success. The first feature was the precise and only one aimed at by the War Department; that aim was achieved. The second feature, though

not aimed at, was foreseen by all who understood the educational situation in the summer of 1918; the escape from disaster was so significant for the educational authorities that it can never be anything but the subject of thankfulness; and that escape was due solely to the organization of the corps within the institutions.

The interference of the corps with the normal college studies and customs was a trifling price to pay for these extraordinary benefits. Some such loss was a foregone conclusion; and any criticisms based upon it are, therefore, beside the point.

The imperfect operation of the corps itself, in various details, large and small, is another matter, legitimately open to discussion. But the only matter of surprise here is that the corps could have been organized and operated at all, under the circumstances. The time limit was so short that the actual measure of achievement is next to incredible.—J. H. WIGMORE, in the *Educational Record*.

CAN WASTE OF MENTAL EFFORT BE AVOIDED?—"It is still true that investigators are frequently unacquainted with results already reached by others. And so it frequently happens that the best brains are exercised to the utmost in discovering things already discovered by others. Creative genius is rare. There are in a generation few cubic decimeters of brains in a nation, capable of materially advancing science, and yet history shows that in the past a large part of these precious cubic decimeters of gray matter has been expended upon needless repetition. . . .

"The probability of further penetration into the unknown is increased when several able minds are at work simultaneously, rather than one alone. Moreover, several workers may expect to obtain a greater volume of new knowledge. Under these circumstances some duplication is quite certain and cannot be avoided. But when a goal has been reached by one or more men, there should be an effective system of distribution of this knowledge that will stop all unnecessary intellectual endeavor.

"In the prevention of waste the capitalist can play a leading role. A serious difficulty encountered in the United States at the present time is the lack of funds for prompt publication. . . . Moreover the American periodicals devoted to research articles are financially unable to print articles except after long delay. Terminal stations for the distribution of scientific products are greatly congested.

Moreover, there is a crying need for efficient and prompt bibliography and abstracts of scientific output. It is here that the sympathetic capitalist can contribute to the advancement of science almost as much as he could, were he himself one of the foremost research workers. He can contribute to a very essential phase of scientific progress, namely, the prompt distribution of new knowledge and the prevention of avoidable waste of effort. Essential agencies in the dissemination of knowledge are abstracts and bibliographies. Except in chemistry and medicine, the United States has been derelict in the discharge of its share of obligation in this regard. The Great War has disarranged what was being accomplished in Europe and the present international situation is much worse than that of eight years ago.

"The need of the hour is not only adequate funds for printing, but also new, more instantaneous and effective methods of distribution. Some advance is desired which will accomplish for the twentieth century what the invention of printing achieved for the fifteenth century and photography for the nineteenth century. Scientific discovery should take up as one of its problems its own more efficient progress. Science should bend its efforts to devise new plans to accelerate its own rate of advancement. . . . The possibilities of the radiophone seem almost unlimited. It can be made to do what it is not yet doing. When John Smith has a new result, it lies theoretically within his power to transmit it instantaneously to his co-workers all over the world. And if such were done, the largest part of the waste of mental effort could be avoided."

FLORIAN CAJORI, in *Science*.

**HOW TO PICK A PRESIDENT.**—"Given the right man in the presidency of the college, the first thing he has to adjust is his board of trustees. It takes a long time for even a very powerful president to convince a trustee of his destination, beyond which 'his ticket does not read.' The most successful college president is he who has been most deft and diplomatic in locating the boundaries of trustee control. The trustees are ordinarily the custodians of the property—often very large—and of the general purpose and policy of the institution. The trouble comes—and this is illustrated in the case of most of the rows in which college presidents find themselves—when

the trustees spill out of their domain and undertake to dominate details.

"One of the most vicious by-products of the war is a faith in the efficacy of propaganda on all subjects. Trustees more than anybody else have tried to inject this into the colleges, and to bend the teaching function and the apparatus of truth seeking to the purposes of specific propaganda. This is waning, to be sure; but there are still good men on boards of trustees and overseers who are seeking to fill faculties with men whose special business shall be to preach certain doctrines and theories about national and world politics, about property, and economic relationships. A few brave college presidents have fought this tendency from the outset as injurious to the cause of education; others are finding voice against it; presently now the movement will subside and the trustees will get back to their business.

"All the college presidents with whom I have talked believe that a trustee should be invariably a graduate of the college; that this is not the place for the injection of 'outside' blood. I think they are mistaken; that every board of college trustees should contain not only one or more graduates of other colleges, but a representation of the outside, non-collegiate world. One trouble with these institutions, especially those heavily endowed and so more or less independent of public confidence and support, is that they get a disproportionate idea of their own importance and omniscience; have a super-sense of the impeccability of their own institution and a more or less dense ignorance of the progress of the world. Only about one per cent of the population gets to college at all; they would do well to consult in matters of policy and management with selected representatives of the human race. Moreover, college presidents and trustees might once in a while recall the fact that even the most impregnably endowed institution is heavily subsidized by the public through the mere fact—so often naively overlooked—of exemption from the taxation which falls so heavily upon the rest of us. They have scant title to regard their doings as none of our business. What if we should change our minds and tax them as we tax ourselves?

"And then there is the faculty. It is customary to think of the faculty as a unified machine made up of uniform pieces. Not so; they are terribly human, with individual prejudices and ambitions.

The most terrible thing about them is that they *wear out*. The most important part of the equipment of a college is its teachers, and the hardest thing a college president has to do—if he is a man with a heart in his body, and especially if he is a new president with the job of re-organizing and strengthening his faculty—is to recognize and act upon the fact that a piece of this equipment has worn out in the service. Perhaps the greatest single obstacle to the efficiency of a faculty is the presence in it of so many men who *were* efficient—twenty years ago. What can be done about it? Shall you fix an age limit, a retirement maximum, a date when a man must get out because he is sixty, sixty-five, or even seventy years of age? William Graham Sumner at his lowest waning point was better than some men that I could name who are still in the forties? And who has the audacity to say to a teacher who for love of his work has served at starvation pay for forty years after living decently and educating his children, to save little or nothing for old age: 'Step out, now, Old Faithful; here's your hat—you have become obsolete.' Yet many of these men, loyal, well intending, still useful as teachers within a limited field, have not been able to adjust themselves mentally to changing conditions and human states of mind, and with a pure desire to serve the best, stand squarely across the road of progress and retard the steps of the college as otherwise it would climb out of its rut and join the procession. What shall a humane but progressive president do with such as these? The values in college life are largely imponderable.

"And the alumni—God bless them, what a joke they are! They take themselves so seriously—like parents who think that the mere fact of parenthood has given them title to speak from Sinai. Where did the average alumnus learn anything about a college? On what football field? It is only a little while since sixty-five per cent of them got through their mid-year examinations by the skin of their teeth. They had a lot of fun in college; they know how this year's baseball team is doing. But what do they know about the college! If you wanted to know which college had the best course in law or astronomy, economics or business administration, would you try to find out from the alumni? What do they do at class reunions, of any old college—study and discuss the problems and welfare of the institution? Not so that you could observe it with the naked eye!

"What is the influence of the alumni upon the student body? What do these big brothers talk about to the boys still in college? I will tell you in the words of an alumnus who owned up very frankly to me that what a college ought to expect from its alumni, so far as the fitness of most of them to give anything else was concerned, was 'money and silence.' . . . .

"The college president's job, then, is somehow to educate into a common understanding and a common purpose five separate and curiously diverse elements, each indispensable in the situation, and each filled with good intentions, and infinite potentialities: himself, his trustees, his faculty, his alumni, and his students. It's a man's job."

JOHN PALMER GAVIT, in the *New York Evening Post*.

ECONOMIC CONDITIONS.—“—University<sup>1</sup> is right. It is absurd to expect a married man to live on nothing at all, and you can't blame him if, while trying to live on nothing at all, he picks up odd jobs outside his university work. But—University has adopted the wrong corrective. Instead of forbidding instructors to marry, it should cut down the number of its faculty so as to leave enough money to go around. The truth is, faculties are in the situation of the coal miners: they number too many men. A “fact-finding” committee composed of business men would undoubtedly discover that our universities cannot furnish enough productive work for their vast army of laborers. We do not overlook the fact that instructors groan under the burden of many hours of teaching and committee meetings. What we are laying stress on is *productive* work. We can see no reason for dividing knowledge up into such snippets as provide the excuse for many a course. If one-quarter of the courses offered in any large university were to be discarded, the result would not be calamitous but beneficial. Or suppose that our highly specialized present system were practiced in, say, four universities, one each in the East, West, North and South, and that the remaining universities were satisfied with a more modest programme. Think of all the overlapping which would be avoided, and think of the fat salaries that universities could then provide.”

The *Independent*.

<sup>1</sup> The name of the institution is omitted as there appears to have been no basis for including it. (EDITOR.)

## LOCAL AND CHAPTER NOTES

### PRINCETON UNIVERSITY

#### *Plan for Retiring Allowances and Insurance*

##### RULE FOR RETIREMENT

Any member of the University teaching staff may retire at the age of sixty-five, and every member must retire at sixty-eight; provided, however, that in special cases, by a vote of the Board of Trustees of the University, an individual may be continued in active service beyond the retiring age for periods not exceeding three years from the time of any special vote taken. If the retiring age occurs during an academic year, retirement shall become effective and date from the end of the current academic year.

1. Every member so retiring shall be entitled to receive during the remainder of his life an annual retiring allowance equal to one-half of his annual salary as teacher at retirement; provided that the obligation of the University shall be reduced by the amount of any Carnegie or similar allowance to which any such member may be entitled. Any member so retiring, not immediately entitled to a Carnegie allowance, shall receive from the University his half salary as above defined (with such additions thereto as may be necessary to qualify him for the maximum Carnegie allowance) until he is entitled to maximum allowance under the Carnegie rules. Any member of the teaching staff who is entitled to a Carnegie retiring allowance and who forfeits such retiring allowance because of any voluntary act by which the same is forfeited under the Carnegie rules, may be deprived of his retiring allowance from the University.

2. The foregoing plan will be subject to modification or the adoption of any other plan equally advantageous to retiring Faculty members, except that the Trustees reserve the right to limit the maximum in retiring allowances to not less than \$3,250.

3. The University will provide life insurance that shall assure to each member of the teaching staff the payment of \$5,000 on his death before retirement, payable to his wife, if he leave one, otherwise to his children, or, if he leave none, then to such person as he may, with the approval of the President, designate.

4. The Trustees will give special consideration to the circumstances of each of the following cases as they arise:

- (a) A member of the teaching staff suffering temporary disability;
- (b) The widow of a retired member of the teaching staff;
- (c) A member of the teaching staff retired before the age of sixty-eight for incapacity, inefficiency or other good cause, under the procedure adopted by the Board on June 15, 1918.

#### ALTERNATIVE PLAN

If any member of the teaching staff of the University holds or obtains a deferred annuity policy providing for the payment to him of an annuity after retirement at the age of sixty-five or over, issued by the Teachers' Insurance and Annuity Association of America, or by such other company as is approved by the Finance Committee of the University, the University will, on his request and the relinquishment by him of all benefits under the Princeton University Plan for Retiring Allowances and Insurance above defined, and on being satisfied that his plan of insurance meets the purposes thereof, contribute each year toward the payment of his premiums on such annuity policy an amount equal to the sum contributed by such member, not however exceeding five per cent of his salary for said year, nor a maximum of \$300 per year; provided that

- (a) No contribution shall be made for an instructor until he has completed two years of service in Princeton University;
- (b) No contribution shall be made after the end of the academic year during which the member attains the age of sixty-five nor after such member leaves the employment of the University;
- (c) The teacher's policy shall be deposited with the Treasurer of the University, with an agreement that it shall not be surrendered or pledged for loans without the consent of the Trustees, and if the teacher voluntarily leaves the employ of the University before he reaches the age of retirement, the University shall have a claim on such policy for the share of the premiums contributed by it;
- (d) No contribution shall be made by the University for a teacher entitled to a Carnegie Foundation annuity;

- (e) When as the result of the contributions already made by the University and the annuitant the annuity pledge to the member at the age of sixty-five years shall reach \$3,000 annually, all further obligation on the part of the University shall cease;
- (f) The University reserves the right from time to time to modify, amend or abrogate this alternative plan.

### UNIVERSITY OF CHICAGO

#### *Contributory Retiring Allowances*

"1. On and after January 1, 1922, the University will contribute toward the payment of premiums on an annuity policy for anyone in its service whose term of office in the University (as defined in Section 3 and 4) begins on or after January 1, 1922, who is entitled to participate in the Contributory Retiring Allowance Plan, in this Statute provided for, during the period of his service, an amount equal to 5 per cent of the regular annual salary paid to such person by the University up to a maximum amount of \$300 per annum, and the said person shall contribute an equal amount for the same purpose. The term 'salary' shall also include compensation received as an administrative officer but shall not include compensation for extra work, house rent, or other perquisites.

"2. The annuity policy referred to in this Statute shall be the non-participating, deferred annuity policy, Teachers' Retirement Plan, now issued by the Teachers' Insurance and Annuity Association of America, or an annuity policy issued by the association or by some other insurance company, but in all cases both policy and company shall be subject to approval by the Board of Trustees of the University.

"5. A person required to participate in the Contributory Retiring Allowance Plan shall be permitted to count towards his annual contributions the premiums concurrently paid by him on annuity policies of a similar nature already held by him, provided both the policies and the companies shall be approved by the Board of Trustees of the University.

"7. A person reaching the age of sixty-five years, eligible to participate in the Contributory Retiring Allowance Plan, may retire or be retired by the Board of Trustees. At the age of seventy he shall

retire. In no event shall the University continue its contribution beyond the minimum age of retirement.

*The University Record.*

**CENTRE COLLEGE.**—“Members of the faculty of Centre College, who are also members of the American Association of University Professors, met on October 12 and organized a chapter of the Association. The officers are Frank L. Rainey, President; J. H. Biles, Secretary and Treasurer.”

**UNIVERSITY OF MISSOURI.**—“A complete survey of our local membership recently made revealed some interesting facts. For example, we have a 100 per cent membership from the Professors, Associate and Assistant Professors of the College of Arts and Science, and the School of Education, and of Business and Public Administration; a very good proportion from Engineering and Law.”

A joint meeting of the Amherst, Mount Holyoke and Smith College Chapters was held in Northampton on Tuesday evening, October 17, 1922. The program for the evening was as follows:

6.30 P.M. Dinner at the Lawrence House.

Speakers:

President Meiklejohn, “What the College can do for the Student of Unusual Ability.”

President Woolley, “What the College can do for the Student of Average Ability.”

President Neilson, “The Duty of the College to the Slow Student.”

8 P.M. Evening meeting, Lawrence House parlors.

Professor Margaret Waites of Mount Holyoke spoke on “The Present Status of Cultural Studies,” and Professor Gaus of Amherst on “The Introductory Course in the Social Sciences for Freshmen.”

## MEMBERSHIP

### NOMINATIONS FOR MEMBERSHIP

The following one hundred and five nominations are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the Secretary, H. W. Tyler, Cambridge, Mass., or to the Chairman of the Committee on Admissions<sup>1</sup> and will be considered by the Committee if received before Jan. 20, 1923.

The Committee on Admissions consists of Florence Bascom (Bryn Mawr), Chairman, J. Q. Dealey (Brown), A. R. Hohlfeld (Wisconsin), A. L. Keith (South Dakota), G. H. Marx (Stanford), and F. C. Woodward (Chicago).

- Percy Edgar Brown (Soils), Iowa State  
Francis Powell Cheek (Philosophy), Centre  
Richard E. Clark (Economics), Centre  
Robert Fry Clark (Economics), Marietta  
Sarah C. Comfort (English), Iowa State  
Marian E. Daniells (Mathematics), Iowa State  
Irville F. Davidson (Latin), St. Stephen's  
Earl C. H. Davies (Chemistry), West Virginia  
Ella Victoria Dobbs (Industrial Education), Missouri  
William E. Duckering (Engineering), Iowa State  
Esther C. Dunn (English), Smith  
James F. Edwards (Hygiene), Iowa State  
Paul Emerson (Soils), Iowa State  
Ellis I. Fulmer (Chemistry), Iowa State  
Robert Hudson George (History), Union  
Owen G. Groves (English), Bucknell  
Hazel M. Harwood (Psychology), Iowa State  
James H. Hewlett (English), Centre  
C. L. Holmes (Economics), Iowa State  
R. F. Howes (Political Science), Bucknell  
W. H. Lancelot (Vocational Education), Iowa State  
Edward G. Mahin (Chemistry), Purdue  
Jessie MacArthur (English), Iowa State

<sup>1</sup> Nominations should in all cases be presented through the Secretary, H. W. Tyler, 22 Charles River Road, Cambridge, Mass.

G. B. MacDonald (Forestry), Iowa State  
Earl A. Martin (Biology), City of New York  
John Nathan Martin (Botany), Iowa State  
Clyde Murley (Languages), Northwestern  
H. C. Nixon (History), Iowa State  
Stephen C. Pepper (Philosophy), California  
David W. Prall (Philosophy), California  
Ruth B. Safford (English), Iowa State  
Colin A. Scott (Education), Mount Holyoke  
Lily Bell Sefton (Chemistry), West Virginia  
Ira W. Smithey (Chemistry), West Virginia  
Harold Stiles (Physics), Iowa State  
John M. Thurber (English), Iowa State  
Dora G. Thomkins (English), Iowa State  
Harvey G. Townsend (Education), Smith  
John B. Wentz (Farm Crops), Iowa State  
Hubert Wilbur Nutt (Education), Ohio Wesleyan

*Supplementary List*

Ethel M. Ackerman (English), Hamline  
Saul B. Arenson (Chemistry), Nebraska  
Neil Cole Arvin (French), California  
Albert R. Bechtel (Botany), Wabash  
Clair Hayden Bell (German), California  
Nels A. Benstson (Geology), Nebraska  
Ralph Paul Bieber (History), Washington (St. Louis)  
John P. Buwalda (Geology), California  
Charles E. Cark (Law), Yale  
Arthur Holly Compton (Physics), Washington (St. Louis)  
Charlton Dows Cooksey (Physics), Yale  
Frederick Crabtree (Mining), Carnegie  
Wm. L. DeBaufre (Mechanical Engineering), Nebraska  
Theodore Doll (Applied Mathematics), Washington (St. Louis)  
Mathurin Dondo (French), California  
Wayland F. Dunaway (History), Pennsylvania State  
Howard P. Fairfield (Mechanical Engineering), Worcester  
Edgar Fauver (Physical Education), Wesleyan  
O. J. Ferguson (Engineering), Nebraska

Meyer Grupp Gaba (Mathematics), Nebraska  
Samuel W. Geiser (Zoology), Washington (St. Louis)  
Frank Blair Hansom (Zoology), Washington (St. Louis)  
B. Clifford Hendricks (Chemistry), Nebraska  
Wm. C. Himmer (Modern Languages), Worcester  
W. W. Hollingsworth (Political Science), Washington (St. Louis)  
E. Grace Hunton (Spanish), Thiel  
Margaret H. Jackson (Italian), Wellesley  
J. C. Jensen (Physics), Nebraska  
Edwin Kurtz (Electrical Engineering), Iowa State  
J. L. Leonard (Economics), Wabash  
E. W. Lindstrom (Genetics), Iowa State  
Grace Lockton (Bible) Lake Erie  
Caro Lynn (Spanish), Tarkis  
Albert Y. Mann (Sociology), Hamline  
Saul A. Marsh (Commerce and Finance), Washington (St. Louis)  
Jane I. Newell (Economics and Sociology), Wellesley  
Clarence A. Pierce (Electrical Engineering), Worcester  
Alfred Povah (Botany), Northwestern  
Lawrence M. Price (German), California  
Max Radin (Law), California  
Harold L. Reed (Economics), Washington (St. Louis)  
J. A. Rice, Jr. (Ancient Languages), Nebraska  
George Rutledge (Mathematics), Mass. Inst. Tech.  
Wm. D. Schermerhorn (Church History), Garrett Biblical Inst.  
Donald M. Smith (Physics), Iowa States  
Alfred Solomon (French), California  
George Clark Southworth (Physics), Yale  
Orin Stepanek (English), Nebraska  
Malcolm R. Thorpe (Paleontology), Yale  
Roland Greene Usher (History), Washington (St. Louis)  
Tyrrell Williams (Law), Washington (St. Louis)

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E. H. Bohm (Romance Languages), Tennessee  
James Beebee Brinsmade (Physics), Williams  
Rose C. Cadwgan (English), Wittenberg  
Katherine Cranor (Household Arts), Iowa State  
F. F. Frantz (Romance Languages), Tennessee

- P. M. Hamer (History), Tennessee  
Hugh G. Harp (Mathematics), Wittenberg  
Edwin D. Hull (Biology), Maine  
H. M. Jennison (Botany), Tennessee  
Simon Marcovitch (Entomology), Tennessee  
J. A. McClintock (Plant Pathology), Tennessee  
Victor Emanuel Nelson (Chemistry), Iowa State  
Robert C. Sweetser (Chemistry), Worcester  
Alfred M. Withers (Romance Languages), Tennessee